

Michael House School

The Field, Shipley, Heanor, Derbyshire DE75 7JH

Inspection dates

4–6 December 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Satisfactory

Summary of key findings for parents and pupils

This is an inadequate school

- The school does not meet all the independent school standards.
- Safeguarding is ineffective. Not all teachers take timely or effective action to keep pupils safe. Not all recruitment checks are undertaken.
- Senior leaders and trustees have not made sure that all areas of the school, including the kindergarten, are safe.
- Procedures to reduce risk to pupils, including when undertaking trips off site, are ineffective.
- Senior leaders' evaluation of the quality of the school's provision is too generous. Plans for improvement fail to focus on the school's key weaknesses.
- Senior leaders' checks on the quality of teaching have not ensured that all teachers' classroom practice is effective.
- Teachers do not plan learning that meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND).
- Too many pupils make insufficient progress across a range of subjects.
- Attainment at GCSE has been too low for some time.
- Imprecise checks on pupils' achievement prevent leaders from identifying quickly enough pupils who are underachieving.
- Not all pupils learn how to be safe, including when online and when out in the community.
- Teaching of the curriculum, particularly up to and including class 8, does not prepare pupils well for the next stage of their education.
- There are not enough opportunities for pupils to learn about faiths other than Christianity.
- Trustees are uncertain of their safeguarding responsibilities. They fail to hold leaders to account effectively.
- Children in the kindergarten make poor progress.
- There are limited opportunities for staff to receive training to improve their teaching and to develop their subject knowledge.
- The school is not meeting its statutory obligations to provide for pupils with SEND.

The school has the following strengths

- Pupils receive effective careers advice and guidance.
- Most pupils behave well and show respect to other pupils and their teachers.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Rapidly improve the school's procedures to keep pupils and children safe and to monitor their welfare by ensuring that:
 - the leader responsible for safeguarding has the time, resources and training to fulfil her role effectively
 - all staff receive regular, formal training in safeguarding procedures so that they know what to look for in checking on pupils' welfare, and when and how to raise any safeguarding concerns with leaders
 - safeguarding records are comprehensive and accurate
 - all staff, leaders and trustees know what they must do if they have concerns about the actions of other adults towards pupils
 - pupils' admission and attendance records are accurate
 - leaders undertake all recruitment checks for trustees and for staff, including supply staff
 - trustees understand and fulfil their safeguarding responsibilities.
- Rapidly improve the impact of leadership and management across all aspects of the school, including in the kindergarten, by ensuring that:
 - senior leaders know the independent school standards thoroughly
 - checks on the safeguarding procedures are regular and lead to timely action when procedures are found to be insufficiently robust
 - there are significant improvements to the areas of the school's buildings and outdoor spaces, including the kindergarten, that are unsafe
 - there are regular checks on the school's recruitment procedures to make sure that all appropriate checks take place
 - systems for measuring risk are effective and all staff understand the actions they must take to reduce any risks that they identify
 - senior leaders and trustees accurately understand the quality of the provision, including of the kindergarten
 - plans for improvement focus on the school's key weaknesses and contain measurable outcomes by which trustees can hold senior leaders to account for their actions
 - the senior teacher who leads the kindergarten receives effective support from senior leaders
 - checks on the quality of teaching are timely, thorough and effective
 - teachers whose classroom practice is not effective receive appropriate support
 - checks on pupils' progress produce precise information that teachers use when planning learning and leaders use to identify underachieving pupils

- the curriculum prepares pupils effectively for the next stage of their education, including enabling pupils to achieve well in their GCSEs
 - staff complete records of pupils' behaviour correctly, so that senior leaders can identify any patterns and trends in pupils' behaviour
 - leaders make sure that they meet their statutory requirements in identifying and meeting the additional needs of pupils with SEND
 - teachers receive regular opportunities to undertake training that enables them to improve their classroom practice and to deepen their subject knowledge
 - there are sufficient opportunities within the curriculum for pupils to understand different faiths, and their knowledge of how to stay safe
 - there is in place an accessibility plan that identifies how leaders will adjust the school's environment, the curriculum and information about the school to meet the additional needs of any pupils with SEND
 - trustees undertake training to improve their understanding of the responsibilities and duties that come with their leadership role
 - trustees hold leaders to account for the effectiveness with which they lead the school and bring about the necessary, rapid improvements.
- Improve the quality of teaching, to secure more rapid progress in pupils' achievement, particularly in English, mathematics and German, by ensuring that teachers:
- have high expectations of the quantity and quality of work that pupils complete in each lesson
 - set tasks that are at the right level and that enable pupils to become secure in their knowledge, skills and understanding
 - take into account and plan work that meets the additional needs of pupils with SEND
 - check pupils' understanding of the work that they have completed before moving learning on or introducing a new task.
- In the kindergarten, improve children's progress, their learning and their personal development by ensuring that all staff:
- accurately assess children's level of ability when they first arrive at the kindergarten
 - use information about children's starting points to plan activities at the right level
 - identify children who may have additional needs, and provide these children with timely, effective support
 - regularly and accurately assess children's progress.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
- all pupils receive regular opportunities to understand the need to respect all people, including those whose differences meet the protected characteristics of the 2010 Equality Act
 - all pupils learn how to stay safe, particularly when online.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Trustees have not ensured that the school meets all the independent school standards.
- Senior leaders and trustees have taken insufficient action to ensure that safeguarding is effective. They have not ensured that all staff take timely and appropriate action when responding to a welfare concern. Senior leaders have not ensured that the school's recruitment procedures are appropriate.
- Trustees and senior leaders have not maintained the school's buildings or outdoor areas to the standard necessary to ensure that pupils are safe. Leaders' own checks have not led to them to resolve health and safety concerns. Some of the current concerns were evident at the school's previous standard inspection, including the inappropriate storage of tools and potentially hazardous substances in the woodwork room and the science storeroom. Leaders' actions to resolve previous concerns have not been successful.
- Senior leaders have an inaccurate view of the quality of all aspects of the provision, including the kindergarten. They have not undertaken their own assessment of the school's strengths and weaknesses. Rather, they have been too reliant on the judgements of other professionals, who are external to the school. Their inaccurate understanding of the quality of the school's provision has prevented senior leaders from identifying what requires improvement and from taking appropriate action.
- As well as being poorly focused, senior leaders' plans for improvement also lack any measurable outcomes to measure each action's success. This has only served to hamper further senior leaders' capacity to bring about the necessary improvements.
- The curriculum provides pupils with appropriate opportunities to study a range of subjects. However, senior leaders have not ensured that teachers plan their teaching of the curriculum well enough so that pupils become secure in their learning in each subject. As a result, pupils do not develop well enough their knowledge, skills and understanding across the curriculum. This leads to too few pupils being ready for the next stage of their education, including as they move from one class to the next.
- The curriculum does not provide pupils with sufficient opportunities to become secure in their spiritual, moral, social and cultural development. Too few pupils, for example, learn about faiths other than Christianity. Pupils are not fully prepared for life in Britain.
- Neither senior leaders' checks on the quality of teaching nor the support that they provide teachers have succeeded in ensuring that all teaching is effective. Senior leaders have not made sure that all teachers have the necessary skills and subject knowledge to be able to plan learning effectively. There is too much weak classroom practice in the school.
- Senior leaders have failed to ensure that teachers' plans for pupils' learning meet the needs of all pupils, including pupils with SEND. Because of this, pupils do not achieve as highly as they should. For too long, attainment at GCSE has been too low.
- The systems to check on pupils' achievement are not effective. They do not enable senior leaders to identify pupils who are underachieving and provide the right support to help them to catch up. This has led to too many pupils not making sufficient progress for too long.

- Opportunities for teachers to receive training to improve their classroom practice and to become secure in their subject knowledge are infrequent. Teachers do not receive regular opportunities to learn from the practice of others to improve their own teaching.
- Senior leaders have not ensured that all staff fully record their actions in managing pupils' behaviour. Incomplete records prevent senior leaders from having a secure oversight of the overall behaviour at the school, including identifying any patterns of behaviour.
- Senior leaders' actions to meet the needs of pupils with SEND do not comply with statutory requirements. Senior leaders do not identify quickly enough if pupils have additional learning needs. Furthermore, pupils with SEND receive neither sufficiently ambitious targets in their learning nor the necessary support to help them achieve well. Senior leaders have not ensured that teachers consider the additional needs of pupils with SEND when planning learning. As a result, these pupils make weak progress.
- The school manager's current responsibilities are too numerous and wide-ranging to ensure that he has the time to bring about the necessary, sustained improvements.
- Pupils can take part in a range of enrichment activities and extra-curricular activities that help to broaden their learning beyond the classroom. Such activities include educational visits off site, including trips abroad.

Governance

- Trustees do not fully understand their responsibilities, including their duty to ensure that the school meets all the independent school standards.
- Trustees have not ensured that the standard of the school buildings and outdoor areas, including in the kindergarten, are such that pupils are safe. They have not taken effective action to improve areas of the school that are hazardous. Their reliance on an annual health and safety survey by an organisation external to the school is insufficient.
- Trustees' understanding of the school's strengths and weaknesses is not accurate. They are too reliant on what the senior leaders tell them. Trustees have been unaware of the inaccuracy of these leaders' evaluation of the quality of the provision.
- Trustees do not challenge the information that they receive from senior leaders. For example, while they know that GCSE attainment in 2018 was too low, trustees have not established why this was the case and whether senior leaders are taking the necessary action to ensure that current pupils are making better progress.
- Trustees do not undertake the necessary checks on the school's safeguarding procedures or recruitment processes. As a result, they have not identified where the school's records of safeguarding are not rigorous enough, or where leaders are not undertaking the necessary recruitment checks. This includes the checks that school leaders should undertake on the trustees themselves.
- Trustees are not secure in their knowledge of their own safeguarding duties, particularly in how to respond to any safeguarding allegations against adults.

Safeguarding

- The arrangements for safeguarding are not effective.
- The school's safeguarding policy, which is on the school's website, does reflect the latest

guidance. However, not all staff comply with the procedures outlined in this policy when responding to a safeguarding concern.

- The leader responsible for safeguarding has many other responsibilities that can take her away from her role as safeguarding leader. This limits her capacity to respond to safeguarding concerns with the rigour that she knows is vital for a leader in her role.
- Staff have received no formal safeguarding training since July 2017. As a result, not all staff fully understand their safeguarding responsibilities. Some staff, for example, do not know to whom they should report any concerns they may have about the actions of an adult towards a child.
- Staff do not always record the actions they take to support a pupil about whom they have a concern. For example, not all staff make a record of discussions they hold with pupils, or pupils' parents or carers. Consequently, some safeguarding files do not reflect accurately the actions that staff have taken in response to safeguarding concerns.
- Staff do not always pass their concerns on to the safeguarding leader in a timely manner. This can prevent the safeguarding leader from taking the necessary action to support pupils, or from sharing the information that they have received quickly enough.
- Occasionally, the school's work with outside agencies is not sufficiently rigorous. The sharing of information between the school and agencies is not always timely.
- Due to lack of training, the safeguarding leader does not have a secure understanding of all the recruitment checks that should take place and of how to record these checks.
- Risk assessments, including those relating to the school site, educational visits off-site and the use of the woodwork room, are not detailed enough. Staff do not always identify risks correctly, or the actions that they should take to reduce risk. On occasion, staff do not follow recommended actions to reduce correctly identified risks.
- Records relating to pupil admissions and attendance are not always accurate.
- Pupils who met with inspectors said that they feel safe at the school. They said there are adults at the school to whom they can speak if they have a concern. They are confident that adults will take effective action to help them to resolve their concern.

Quality of teaching, learning and assessment

Inadequate

- There is too much inconsistency in the quality of teaching across the school. Too much teaching fails to ensure that pupils make at least the progress that they should.
- Teachers do not consistently plan learning that takes into account pupils' prior attainment or learning. As a result, teachers do not set work that is at the right level.
- Teachers do not plan sufficiently for the additional needs of pupils with SEND. These pupils make weak progress.
- Before introducing new tasks, topics or concepts, teachers do not consistently check pupils' understanding of what they have previously learned. They do not ensure that pupils are sufficiently secure in their understanding and are ready to acquire new knowledge.
- Not all teachers have high-enough expectations of what pupils can achieve. When this is the case, teachers do not set pupils work that is challenging enough and that encourages

pupils to explore their inquisitiveness and to deepen their understanding.

- Some teachers fail to ensure that a wide-enough range of pupils contribute to class discussions. When this is the case, teachers cannot assess how well all pupils understand the topic, and how effectively the pupils are engaging in the lesson.
- Where learning is more effective, teachers use questioning well to check on and explore pupils' understanding. In a class 9 English lesson, the teacher asked challenging questions of pupils about the intent of the author of 'Dr Jekyll and Mr Hyde'. Pupils responded well to these questions, successfully exploring how the author portrayed the novel's characters. When pupils read from the book together, the teacher took timely opportunities to check their understanding of the text.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Senior leaders and trustees have taken insufficient action to ensure that pupils are safe at the school. There are health and safety concerns regarding the school's buildings, outdoor environment and practical teaching rooms that put pupils at risk. Inspectors found records of accidents that occurred due to the unsafe conditions of the outdoor area, including the playground.
- Pupils are enthusiastic about learning and enjoy coming to the school. They are keen to do well. However, the work that teachers set them is not sufficiently challenging to ensure that pupils are able to achieve as highly as they should. Pupils' achievement, then, does not match their enthusiasm and ambition.
- Not all pupils learn about how to keep themselves safe, including when online and when out in the local community.
- Pupils do not receive sufficient opportunities to learn about different faiths to ensure that they have a secure understanding of how to respect all people, including those whose differences meet the protected characteristics of the 2010 Equality Act.
- Most pupils understand the different types of bullying, including cyber bullying and physical bullying. Pupils say that bullying is rare and that teachers deal with it effectively when it does occur. The school's records indicate that there are few occasions of bullying.
- Pupils receive impartial careers guidance that makes them aware of the different opportunities open to them when they leave the school once they have completed their GCSEs. The destinations of pupils who left class 10 in 2018 show that pupils can use this guidance well to choose appropriate places of education and training.
- Pupils learn about living healthy lives. They understand the importance of eating healthily, for example, and not making unhealthy decisions.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance is lower than that seen nationally.

- Some younger pupils engage in behaviour that hurts others. On such occasions, teachers ensure that the pupils understand how to behave appropriately.
- Pupils who demonstrate that they find managing their behaviour difficult do receive support. Over time, this support helps them to manage their behaviour more effectively.
- The school's records indicate that the number of exclusions is low.
- Pupils generally behave well, both in lessons and during social times. They conduct themselves well around the school site.

Outcomes for pupils

Inadequate

- Too many pupils who completed their GCSEs in 2018 made weak progress in a range of subjects, including English and mathematics. Too many pupils attained very low grades.
- Such low attainment at GCSE has been the case for three successive academic years.
- Too few pupils attained the very highest grades in their GCSEs in 2018. This was also the case in the previous two academic years. Limited attainment of the very highest grades was a concern of inspectors at the last standard inspection.
- Attainment in GCSE German was too low at the time of the last standard inspection. This is still the case, including for current pupils. The proportion of pupils making good progress is low in most classes, despite pupils having studied German since class 1.
- In most classes, too many pupils make weak progress, particularly in English or mathematics.
- Pupils with SEND make poor progress in a range of subjects.
- Almost all pupils who left the school in 2018 having completed their GCSEs moved on to sustained places of education or training, including at mainstream schools and colleges.

Early years provision

Inadequate

- Safeguarding is not effective in the kindergarten. Limited investment over time in the facilities has resulted in the buildings and the outdoor area being of an inadequate standard to ensure that children are safe.
- Staff who work in the early years have not received formal training in safeguarding this academic year.
- Staff's assessment of risk in relation to the kindergarten's facilities and the activities that children undertake is not rigorous enough.
- The outdoor resources are not of the standard necessary to enable children to undertake activities to help them to explore their learning and develop their understanding fully.
- The school's senior leaders do not meet regularly with the kindergarten's senior teacher. Consequently, senior leaders do not have an accurate understanding of the strengths and weaknesses of the provision and of the progress that children make.
- Staff do not undertake sufficiently rigorous checks of children's ability when they arrive at the provision. This restricts staff's capacity to measure children's progress over time.

- Staff do not plan activities that meet children's needs. As a result, from their starting points, children make poor progress.
- Observations of children's learning and achievement are irregular and variable in quality. They do not act as an accurate record of children's progress.
- Staff do not identify quickly enough children who may have additional learning needs. Because of this, they do not put into place the necessary support to ensure that these children make the progress that they should.
- The senior teacher and her staff are committed to the provision and to their roles as those who care for and teach children. The senior teacher, for example, has used her own money to purchase resources to ensure that pupils are safe in the provision.
- Staff have strong relationships with the children. The children respond well to the support that they receive from the adults who work with them. This support enables them to behave well and engage in their learning.

School details

Unique reference number	113014
DfE registration number	830/6010
Inspection number	10085186

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 category	Independent school
Age range of pupils	3 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	85
Proprietor	Michael House School Association Limited
Chair	Ian Duffy
School Manager	Ron Waddell
Annual fees (day pupils)	Kindergarten: £2,560–£4,700 Main school: £5,510–£7,000
Telephone number	01773 718050
Website	www.michaelhouseschool.com
Email address	admin@michaelhouseschool.com
Date of previous inspection	22–23 February 2007

Information about this school

- Michael House School is located in Heanor in Derbyshire.
- The school is registered to provide education for up to 88 pupils, aged three to 17 years old.
- The school is a Steiner Waldorf School.
- There are currently 24 pupils in the school's early years provision, which is called 'Kindergarten'. The school has exemptions from some of the learning and development requirements of the early years foundation stage.

- There is a separate nursery on the school's site. The inspection did not inspect this provision.
- The school does not use any alternative provision.
- The school's ethos is, 'to meet the educational needs of the modern child'.
- The school's last standard inspection took place on 24 to 26 January 2017. This inspection was undertaken by School Inspection Service (SIS), an approved inspectorate. The school was judged to be inadequate.
- The school had a progress monitoring inspection which took place on 28 to 29 June 2017. SIS undertook this inspection, the purpose of which was to evaluate whether the school met the independent school standards that it was not meeting at the time of the previous standard inspection. The inspection judged that the school met all of the standards except that related to the provision of showers for pupils aged 11 years and over.

Information about this inspection

- This inspection was commissioned by the Department for Education.
- Inspectors observed learning on 15 occasions. Almost all of these visits to lessons took place jointly with the school's senior leaders.
- The lead inspector checked the school's facilities against Part 5 of the independent school standards.
- An inspector looked at pupils' books across a range of subjects.
- Inspectors held meetings with: the school manager; the chair and other members of the collegiate of teachers; the chair of trustees; the leader responsible for safeguarding; the leader who has oversight of the provision for pupils with SEND; the senior teacher who leads the kindergarten; and a selection of the staff.
- Inspectors observed pupils' behaviour at breaktime and at lunchtime.
- Inspectors met formally with pupils.
- The lead inspector spoke by telephone with a member of the local authority's team of officers who are responsible for safeguarding.
- The inspector took into account the 69 responses to the online parent survey, Parent View, and the 67 responses to the free-text service.
- There were no responses to the pupil survey. The inspector took into account the 25 responses to the staff survey.
- Inspectors reviewed a range of documentation relating to the school's provision, including: self-evaluation and improvement planning; achievement; behaviour and attendance; and safeguarding. Inspectors also checked the school's policies, including the complaints policy, to ensure that these comply with the independent school standards.
- The lead inspector checked the school's single central register and the school's system for recruiting staff.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

Nathan Kemp

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must 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 subparagraph (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)(d) personal, social, health and economic education which–
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act [9]
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(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

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.
- 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].
- 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

- 19(2) The standard in this paragraph is met if–
 - 19(2)(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received–
 - 19(2)(a)(i) written notification from the employment business in relation to that person–
 - 19(2)(a)(i)(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or

information; and

- 19(2)(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide–
- 19(2)(d)(ii) a copy of any enhanced criminal record certificate which the employment business obtains
- 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 non-incorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
 - 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)(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.
- 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(5) The information referred to in this sub-paragraph is, in relation to supply staff–
 - 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.

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.
- 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)(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 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.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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)(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(3) The information specified in this sub-paragraph is–
 - 32(3)(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.

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(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(i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is–
 - 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.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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