

Wiznitz Cheder School

126b Stamford Hill, Hackney, London N16 6QT

Inspection dates

12–14 June 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- The trustees and senior leaders have not ensured that the school meets all of the independent school standards.
- No one has checked or scrutinised leaders' work or the performance of the school closely enough. As a result, there are significant deficiencies in the school's management systems.
- There is no coherent school improvement plan to show how the school will improve and how leaders will judge if their actions have worked.
- There are inconsistencies in the quality of teaching. Pupils do not make consistently good progress across scientific, technological, human and social, aesthetic and creative subjects.
- Teachers do not set the appropriate work to meet the needs of pupils of different abilities.
- Teacher expectations of what pupils can achieve are not high enough to ensure that they make strong progress. Consequently, many pupils are tackling work that is too easy and outcomes remain low.
- Trustees are over-reliant on senior leaders. They do not have a good enough understanding of the statutory requirements and the independent school standards, or how to monitor the quality of the education provided.
- There is no coherent assessment system. Consequently, leaders are unclear as to how well pupils are doing in their different subjects.
- No schemes of work are available beyond the early years, except for a very brief outline provided for English and mathematics.
- The school's narrow curriculum and very limited schemes of work mean that pupils are ill-prepared for life in British society. Leaders have do not encourage respect or appreciation of a range of cultures other than their own.
- Careers guidance for pupils is weak. Pupils are not well prepared for the next steps in their education or training.
- Inspectors were only allowed to speak with three pupils as parents and carers of all the other children had withdrawn consent. This meant that the school was unable to provide all the evidence in a number of important areas.

The school has the following strengths

- Safeguarding is effective. Staff receive regular training to ensure that they are up to date with the latest guidance.
- Pupils are courteous and behave well in school.
- External early years support has ensured that all statutory requirements for the early years foundation stage are in place.

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?

- Establish effective arrangements for governance by ensuring that trustees:
 - focus on monitoring the quality of education provided and the progress pupils make
 - provide greater challenge and support to school leaders to help bring about improvement
 - increase their awareness and current knowledge of all statutory requirements and the independent school standards, and that systems are in place to check compliance.
- Improve the effectiveness of leadership and management by:
 - ensuring that the school consistently meets all the independent school standards
 - enhancing the curriculum further to deepen provision for pupils' spiritual, moral, social and cultural development to ensure that they are well prepared for life in modern Britain
 - developing a scheme of work for personal, social, health and economic education that enables pupils to become confident citizens and play a full part in British society
 - improving outcomes for pupils by ensuring that teachers use assessment information about pupils' starting points and progress to plan learning that suitably meets their needs
 - implementing effective impartial careers guidance to ensure that pupils are well informed about their next steps, and evaluate the impact of this guidance
 - ensuring that adopted policies are implemented effectively and reflect agreed school practices
 - leaders working with parents to alleviate their concerns about pupils speaking to inspectors so that the school can provide the full range of information requested for the inspection.
- Improve the quality of teaching and raise pupils' outcomes by:
 - ensuring that a suitable assessment system is in place across both secular and religious studies which accurately records pupils' attainment and progress and that it is understood by all teachers, pupils, parents and carers
 - using the pupils' starting points to set appropriate work and enable pupils of all abilities to make good progress
 - developing schemes of work for all areas of study within the school's curriculum which take into account the ages, aptitudes and needs of all pupils
 - developing pupils' scientific skills through providing more opportunities for pupils to carry out scientific investigations
 - providing more science resources to enable pupils to carry out investigations and to further develop their scientific skills
 - developing pupils' technological, human and social, aesthetic and creative skills through the provision of appropriate schemes of work and resources which encourage

and inspire learning

- ensuring that there are high expectations for the quality of presentation in pupils' workbooks.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Trustees and senior leaders have not ensured that all of the independent school standards have been met consistently. There are a number of unmet standards relating to the curriculum, the quality of teaching and the health, welfare and safety of pupils.
- At the time of the inspection, neither trustees nor leaders were able to provide a coherent evaluation of overall school effectiveness. Leaders were clear that no school improvement plan was available to show how the school will improve. However, leaders were well aware that the provision for technological teaching needed to be implemented and that the schemes of work for English and mathematics were 'scant'. Leaders acknowledge that the development of schemes of work is a priority.
- Parental requests that inspectors did not to speak with their children hindered the collection of pupils' views in checking the school's compliance with the independent school standards relating to the spiritual, moral, social and cultural development of pupils. However, inspectors were able to make observations of pupils' behaviour and attitudes towards each other, their learning and adults, and inspectors spoke to three pupils with a member of staff in attendance. In addition, work seen around the school, in books and displays provided secure information.
- The curriculum on offer is not broad and balanced. The school's written policy is not supported by schemes of work which ensure that pupils gain experience in scientific, technological, human and social, aesthetic and creative education. Teachers are over-reliant on published books and ad hoc lessons. Learning does not build on previous learning or take into account pupils' starting points. Practical resources to support scientific, mathematical and technological study are limited. Consequently, the quality of teaching, learning and assessment across the school is variable.
- The school does not prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society. Careers guidance is not effective. The school's narrow curriculum does not ensure that all pupils have a good understanding of their opportunities in British society. At the time of the inspection, leaders were unable to provide inspectors with a coherent plan or scheme of work for personal, social, health and economic education that enables pupils to become confident citizens and play a full part in British society.
- Leaders have no expectation that any of their pupils learn about how to be safe from cyber bullying if using the internet or to ensure respect and tolerance for the full range of protected characteristics. Parents choose to send their children to a school which deviates from the independent school standards.
- Although leaders say that pupils are taught to respect others and learn about Christianity and Islam, along with their own faith, in reality a limited curriculum is preventing them from putting this respect into practice. There are few opportunities to meet with pupils from other schools or visit places within their local community to develop pupils' social skills and enhance their cultural learning. Weaknesses exist as leaders have not ensured that pupils know about and appreciate the many cultures that live side by side in Britain other than their own. Consequently, they are not well prepared for life in modern Britain.

- The leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities is an emerging strength at the school. The special educational needs leader is a trained counsellor and is using his training to identify need, purchase appropriate resources and plan provision. An assessment system to track progress for pupils who have SEN and/or disabilities is being considered, but work in this area is still in its infancy.
- The vast majority of parents who responded to Ofsted's survey or who spoke directly to inspectors are very happy with the school's provision. A few staff and parents are aware of the need to develop the provision for English teaching further but value the emphasis given to the teaching of religious studies. All would recommend the school to another parent. However, despite leaders providing the inspection team with all other requested information, inspectors were only able to speak with a very small number of pupils. As a result, the school does not meet standard 32(1)(g).

Governance

- Governance is not effective. The trustees do not hold senior leaders or staff to account well enough for the progress pupils make. The trustees hold meetings but the headteacher is not always invited to the meetings and was unaware of any records of minutes. One trustee makes notes of these meetings but they are limited in content and not widely shared or circulated. Trustees were unable to provide any evaluation, verbal or written, of the current strengths of the school or areas for future development.
- Trustees have not been effective in holding one another to account for the school's performance. Consequently, because of poor systematic checking, some key checks have been missed, and not all the independent school standards are met.
- The chair of the trustees had not informed the Department for Education that the number on roll has exceeded the school's agreed capacity of 120. This is a breach of registration requirements.

Safeguarding

- In practice, safeguarding at the school is effective. However, leaders acknowledge that they have not kept up to date with some of the requirements of the independent school standards. For example, although leaders have ensured the drawing up of a health and safety policy and a separate risk assessment policy, because of poor systematic checking they are not always implemented effectively. However, leaders are quick to address areas that need improvement when they are brought to their attention. During the inspection, the headteacher swiftly addressed some concerns the inspection team had identified on site.
- Leaders have focused on ensuring that a culture of safeguarding has developed throughout the school. Regular safeguarding updates and training provide staff with the appropriate knowledge to keep pupils safe. Consequently, staff are well aware of how to report any concerns, both internally and to external agencies directly. Safeguarding information is provided in both Yiddish and English and includes the contact numbers for both local authority and external safeguarding organisations.
- Leaders have ensured that staff are aware of the latest statutory guidance and that a safeguarding policy is available to parents. This policy was swiftly updated during the

inspection to provide further clarification regarding the school's current procedures. The school's safeguarding policy is suitable and reflects the latest statutory guidance.

- However, because of poor systematic checking, some of the checks relating to the suitability of staff to work with pupils have not always been undertaken correctly and in a timely manner. In addition, leaders had not checked that staff maintain admissions and attendance registers in line with statutory guidance. This was swiftly rectified during the inspection.
- Parents spoken to say that their children feel safe. They trust and respect the adults at the school and say that the adults are always there for their children.

Quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment is inadequate. This is because there is no coherent assessment system in place. Consequently, teachers and leaders are unclear as to how well pupils are doing in their different subjects. Leaders do not have systems in place to measure progress accurately, staff are unaware of pupils' progress from their starting points. Leaders do not have a clear picture of the strengths and areas for improvement across the school and no plan to prioritise funding accordingly.
- There are inconsistencies in the quality of teaching. Leaders have not planned learning effectively. Schemes of work are not in place for all areas of the curriculum, resources are limited in range and quality, and the textbooks in use by staff are not always pitched at the appropriate age range.
- The majority of teachers are unqualified and their subject knowledge varies. Planned learning does not build on the pupils' knowledge to enable them to make better progress. For example, in science, most scientific study is undertaken through all pupils, regardless of their prior knowledge, answering set questions in a workbook. Misconceptions are left unaddressed, leaving pupils unaware that their responses are incorrect. Pupils do not have enough opportunities to conduct scientific investigations to identify possible trends and write appropriate conclusions.
- Lessons proceed smoothly and swiftly in religious studies when teachers explain tasks clearly. In these lessons, there is some evidence of learning tailored for differing abilities. The headteacher visits these lessons weekly and records pupils' attitudes to learning and their understanding, and this information feeds into monthly reports. However, the assessment system for religious studies lacks coherence and leaders are unable to articulate how they use this information to gauge pupils' progress.
- Overall, pupils' attitudes to learning are positive, particularly in religious studies. Pupils enjoy warm and supportive relationships with their teachers. However, too often in secular studies, teachers mistake pupils' compliance in learning for good progress. In these instances, poorer quality work and untidy books are more evident.
- Parents are extremely appreciative of staff's dedication and availability to talk through any concerns or queries. Parents value the weekly updates and regular homework and feel they are kept updated well in their children's religious studies.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Leaders promote the teaching of moral values such as being honest and showing respect towards others. However, pupils have limited opportunities to practise this respect as they have a restricted knowledge and appreciation of other cultures and lifestyles. In addition, because inspectors only spoke with a very small number of pupils, at parents' request, it was not possible to fully evaluate pupils' appreciation and respect for their own and other cultures.
- The school does not have a scheme of work in place to ensure a suitable, age-appropriate, personal, social, health and economic education curriculum. The school does not have a careers programme in place.
- The school's family ethos promotes positive and trusting relationships between pupils and staff. There are strong links between the staff at the school and the pupils' families. Parents report that their children are happy and feel safe in the school. However, leaders have been slow to assess local risks within their immediate locality. Pupils are not taught about how to keep themselves safe from the risks of gang crime, the internet and cyber bullying.
- Pupils have the opportunity to keep fit and healthy. They participate in weekly swimming lessons at a local sports centre and have regular teaching from a sports specialist. They attend termly whole-school reward outings to local attractions, for example activity playgrounds and wildlife parks.

Behaviour

- The behaviour of pupils is good. However, this section is judged to require improvement overall because pupils' attendance is not always good enough. Current whole-school attendance is below the national average. The school's monitoring of attendance is at an early stage of development; however, figures indicate that differences exist in the rates of pupils' attendance between year groups.
- There have been no exclusions and the school's records indicate that poor behaviour is infrequent. Pupils' conduct is good throughout the school day. The school's policies for behaviour management are consistently followed. Pupils are polite and courteous to visitors.
- During social times, pupils engage in play well and enjoy friendly conversations. Relationships between staff and pupils and between the pupils themselves are positive.
- Inspectors looked at a range of evidence, including observations in lessons and around the school. Discussions were held with leaders. Documents scrutinised included the school's behaviour logs and parent responses to Parent view. This information suggests that pupils behave well over time. However, inspectors were not able to speak with enough pupils to gauge their views regarding behaviour. This also meant that inspectors were not able to seek enough pupils' views regarding bullying. All indications during the inspection, except hearing pupils' views, were that this was not a concern.

Outcomes for pupils

Inadequate

- There is variability in the progress that pupils make between their religious and secular studies, and between subjects and classes. Pupils' outcomes are inadequate because they are not making strong progress across a range of subjects, including science.
- Leaders have not tracked the progress of pupils from their starting points to know if they have made good progress or not. Consequently, leaders were unable to provide any information regarding the progress or outcomes of pupils in their secular studies other than the work seen by inspectors in pupils' workbooks or on display.
- Pupils' writing is inconsistent across year groups and presentation is poor. Work scrutiny shows that few pupils reach the expected standard in writing by the end of key stage 2. Pupils heard reading at the school were unable to use phonics skills effectively to read words.
- In learning number, though many show a stronger understanding of calculation, fewer opportunities are offered to deepen and apply this understanding in different contexts. Pupils were typically working a year below age expectations across the school.

Early years provision

Requires improvement

- The early years provision requires improvement. School information indicates that the proportion of children who reach a good level of development remains low.
- There is variability in the quality of provision on offer between the three early years classes. Teachers do not ensure that an effective range or quality of resources are available to support the development of skills in all areas of learning. For example, there are insufficient opportunities for children in the Reception class to develop their writing and mathematical skills in the outdoor area.
- In the past, assessment in the early years has not been used to identify whether or not children enter the school with skills that are typical for their age. This, in turn, has prevented adults from demonstrating whether the skills children develop over the course of the early years represent good progress.
- Effective strategies to check children's development towards meeting the early learning goals have only recently been introduced. As a result, it is too early to judge whether children are making good progress in all areas of learning. However, a recently introduced system for tracking children's progress is now in place.
- The quality of teaching in the early years is better than that in other parts of the school, though it still requires improvement. With the support of an early years consultant, teachers typically make better use of assessment information to plan and adapt lessons to meet the needs of children.
- The early years consultant has ensured that teachers' planning includes all seven areas of learning and that all statutory requirements for the early years foundation stage are in place.
- Effective partnerships with parents, and strong transition arrangements, contribute to children settling quickly into the early years classes. They enjoy learning and talk confidently with adults in Yiddish. Adults are increasingly providing opportunities for

children to learn to speak English effectively. For example, through working directly with adults, children acquire basic reading, writing and mathematics skills and learn to use some creative techniques. However, in the Reception class, insufficient resources are available to enable children to practise and apply these skills in less formal situations in order to build deeper understanding.

- Children show good behaviour in the early years and established class routines enable children to start activities quickly. Children cooperate well and behave sensibly.

School details

Unique reference number	137809
DfE registration number	204/6004
Inspection number	10020726

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	Orthodox Jewish independent school
School category	Independent school
Age range of pupils	3 to 13
Gender of pupils	Boys
Number of pupils on the school roll	136
Number of part-time pupils	None
Proprietor	Viznitz Ltd
Chair	Michael Rosenberg
Headteacher	Pesach Taub
Annual fees (day pupils)	£0 (voluntary donation)
Telephone number	0208 809 9513
Website	None
Email address	admin@viznitzcheder.co.uk
Date of previous inspection	26 May 2016

Information about this school

- Wiznitz Cheder is an Orthodox Jewish independent day school for boys. The school is registered for pupils between the ages of three and 13.
- The school is run by the registered charity Viznitz Limited. The charity provides Jewish studies and a secular education for the Chareidi Jewish families living in Stamford Hill.
- The school is located in a large Victorian building in the London Borough of Hackney.
- The school has increased in size since its previous standard inspection in December 2012, when there were 95 pupils from Nursery to Year 5. It now has 136 pupils on roll across

the school, and classes in Year 6 and Year 7.

- The early years provision is made up of two Nursery classes and one Reception class. The school has admitted pupils below the registered age range, it now takes two-year-olds in the term that they turn three ('rising threes').
- In the early years, 28 children are in receipt of the 15 hours government funding; of these, 23 receive the additional 15 hours.
- The school had an unannounced emergency inspection in May 2016 which found unmet standards in the welfare, health and safety of pupils, and in the quality of leadership in, and management of schools.
- The school uses no alternative provision.
- The school runs an after-school club twice a week from 6.15 to 7.15pm and on Sundays from 3.30pm for those on the school roll.
- Pupils study Jewish religious studies in the morning. This is taught in Yiddish. Pupils also learn Hebrew. The secular curriculum is taught in English for two hours in the afternoon.
- Most of the pupils come from families that are attached to the Wiznitz Chassidic sect. The majority are bilingual, speaking English in addition to their home language of Yiddish.
- Very few pupils have SEN and/or disabilities, including pupils with an education, health and care plan.
- The school opened in January 2011. It aims 'to provide a high-quality education, which is firmly based on Torah principles and combined with the National Curriculum.'

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors visited classes in all year groups, including the early years provision. All visits were made jointly with senior leaders.
- Inspectors looked at pupils' work in books. In the early years, inspectors looked at children's learning in their learning profiles. Inspectors heard pupils read.
- The lead inspector undertook a tour of the premises.
- Meetings were held with senior leaders, who are also the designated safeguarding leaders and the school's special educational needs leader. Meetings took place with the early years leader and an external consultant for the early years. The lead inspector also met with a member of staff who oversees the school's admissions register and the single central record of checks on staff.
- The lead inspector met with two of the three governors, including the chair of governors, representing the proprietor.
- Inspectors met with a group of parents and talked informally with parents at the start of the day. Inspectors considered the 11 written comments and 40 responses to Ofsted's Parent View survey, in paper format, and the one response provided online.
- Inspectors met with a group of staff and considered the eight responses to the Ofsted staff survey.
- Nearly all parents wrote or made contact by telephone to insist that they did not wish inspectors to speak to their child or ask them any questions. Inspectors looked at 73 letters from families expressing this view.
- Inspectors scrutinised documentation relating to compliance with the independent school standards, including records of attendance and safeguarding.

Inspection team

Jean Thwaites, lead inspector

Her Majesty's Inspector

Neil Harvey

Ofsted 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 sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work:
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(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;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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.
- 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(b) ensures that principles are actively promoted which:
 - 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(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils:
 - 5(d)(i) while they are in attendance at the school,
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,
- they are offered a balanced presentation of opposing views.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(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.
- 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.
- 16 The standard in this paragraph is met if the proprietor ensures that:
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(c) the proprietor carries out appropriate checks to confirm in respect of each such person:
 - 18(2)(c)(iii) the person's right to work in the United Kingdom; and
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State.
- 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(3) The information referred to in this sub-paragraph is:
 - 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)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e), including the date on which each such check was completed or the certificate obtained, 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

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that:
 - 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.
- 28(1) The standard in this paragraph is met if the proprietor ensures that:
 - 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)(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 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) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.
- 32(3) The information specified in this sub-paragraph is:
 - 32(3)(c) particulars of the policy referred to in paragraph 2;
 - 32(3)(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

Part 8. Quality of leadership in and management of schools

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

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