

Yeshivah Ohr Torah School

28 Broom Lane, Salford, Lancashire M7 4FX

Inspection dates

6 March 2019

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

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

- At the time of the last inspection, the school's curriculum solely focused on kodesh (religious) studies, with few opportunities for pupils to routinely develop their knowledge, skills and understanding in chol (secular) studies.
- The previous inspection report also makes clear that it was not possible for inspectors to judge the impact of the curriculum, or of teaching over time, because parents and carers had not given permission for pupils to talk to members of the inspection team. This also meant that inspectors were unable to ascertain from pupils how effectively the curriculum covers British values and so prepares pupils for life in modern Britain.
- The school's action plan included some broad objectives and identified leaders' intentions in terms of reviewing the curriculum with the support of an educational consultant. However, the plan lacked detail about how the standards would be met moving forward. It also did not explain how the school planned to enable inspectors to talk to pupils to check that all aspects of the standards are being met.
- When the inspector arrived in school for this inspection, leaders explained that much of the school's documentation, including policies and schemes of work, was under review and that this work was being undertaken off-site. It was therefore not possible for the inspector to check on any changes or to check on the quality and suitability of the curriculum policy and schemes of work.
- School leaders explained that the curriculum is being reviewed in consultation with an educational consultant, with the intention of providing a greater balance between religious and secular studies. However, at the time of the inspection, there had been no significant changes made to the curriculum. There were, therefore, still few opportunities for pupils to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- School leaders reiterated parents' wish that aspects of personal, social, health and economic education, including reference to the protected characteristics set out in the

Equality Act 2010, not be discussed with pupils. Pupils are still not learning enough about people from different faiths and cultures or being fully prepared for life in modern Britain.

- Pupils do not receive independent careers advice or work towards recognised relevant qualifications that would open the doors to career or further educational opportunities. Leaders are beginning to take steps to improve this situation, and one of the governors has attended relevant training. However, improvements are not currently in place.
- Pupils showed real interest in their studies and were clearly engaged with their work when the inspector visited classes. However, the narrow focus of the curriculum means that pupils do not have the opportunities that they need to develop their skills in English and mathematics at a level appropriate to their abilities.
- The standards for quality of education, as listed above, therefore continue to be unmet.

Paragraph 3(g)

- There is a clear framework in place by which pupils' work and progress within the school's curriculum are regularly checked. Teachers test pupils' knowledge and understanding formally on a weekly basis. Where teachers identify concerns about a pupil's progress, they are provided with additional support following a formal assessment from the school's peripatetic specialist teacher for pupils with special educational needs and/or disabilities (SEND). This additional support is planned in detail and its impact is reviewed on a regular basis.
- This standard is therefore now met.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- At the previous inspection, inspectors were unable to confirm that these standards were met because the school and parents were unwilling to permit inspectors to discuss the areas covered with pupils.
- The school's action plan does not make clear how the school intends to meet the specific requirements of these standards. Leaders talked to the inspector about the challenges that they and the parents perceive with these standards, both for their school and in a national context.
- No documentation, such as a policy statement or scheme of work related to spiritual, moral, social and cultural development, was available for the inspector to study. There was also no written equalities policy or similar.
- As at the previous inspection, parents were not willing to permit pupils to talk to the inspector about British values, other faiths and cultures or the protected characteristics.
- A group of pupils have formed a choir, and they performed some of their songs for the inspector. They worked very well together, with one of the older pupils leading and conducting the choir. All pupils sang with skill and enthusiasm.
- Despite the undoubted talents of the pupils in the choir, there is too little evidence overall that the proprietor is making suitably broad, concerted provision for pupils' spiritual, moral, social and cultural development. Consequently, this standard remains

unmet.

Part 3. Welfare, health and safety of pupils

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

- At the previous inspection, inspectors confirmed that the school's safeguarding policy met requirements. However, the safeguarding policy was among the items of documentation that were not available for the inspector to check because they were being worked on off site. The inspector therefore could not confirm that a suitable policy was in place to safeguard and promote the welfare of the pupils, or whether such a policy complied with relevant statutory guidance.
- The designated safeguarding lead has a good understanding of his role and responsibilities. Teachers were able to confirm that they had received recent training. They ensured that they recorded any safeguarding concerns carefully and that these were followed up in a timely fashion.
- As the safeguarding policy was not available on the day of the inspection, the inspector could not confirm that this standard was met, and so it remains unmet.

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

- Inspectors noted during the previous inspection that they saw examples of 'exemplary' conduct in classrooms and around school. However, they were unable to confirm that the standard was met because they were unable to talk to pupils to seek their views on behaviour, and so could not confirm that the positive signs they had seen were typical.
- The school's action plan did not propose any actions to ensure that this standard would be met in the future.
- On the day of the inspection, there was no written behaviour policy available for the inspector to check.
- During the inspection, the inspector visited classes and briefly met pupils in passing around the school building. Pupils were very polite, always saying 'hello' and 'how are you?' when they saw the inspector. In their classes, pupils were engaged by their work and worked well with each other. The pupils whom the inspector met along with school leaders were very positive about the quality of behaviour in the school from day to day.
- As the behaviour policy was not available on the day of the inspection, the inspector could not confirm that this standard was met, and so it remains unmet.

Paragraph 10

- At the previous inspection, this standard was unmet because the school's anti-bullying policy did not refer to all forms of prejudicial bullying, such as homophobic bullying. Inspectors had also been unable to talk to pupils about their experiences of bullying at the school.
- The action plan did not provide any reassurance that weaknesses and omissions in the anti-bullying policy would be addressed.
- The inspector, while accompanied by at least one senior leader, spoke with a small number of pupils during the inspection. These pupils all said that they had no concerns about bullying in the school, and that any falling-out between pupils was quickly 'nipped in the bud' by their teachers.

- As the anti-bullying policy was not available on the day of the inspection, the inspector could not confirm that the unmet standards from the previous inspection had been addressed and that the policy was of the required standard.
- This standard is therefore still unmet.

Paragraph 13

- This standard was unmet at the time of the previous inspection because the school did not have a suitably robust first-aid policy or people who had undertaken appropriate, recognised first-aid training who could therefore administer first aid.
- The school's action plan failed to identify the content and accreditation of the first-aid training that school leaders were planning to access. The timescales outlined in the action plan suggested a lack of urgency in improving first-aid provision.
- At the time of this inspection, no written first-aid policy was available for the inspector to look at. Although leaders had attempted to improve provision by providing a dedicated space for the short-term care of sick pupils, including a first-aid kit, they were unable to provide evidence that any staff had been on appropriate first-aid training.
- This standard is still not met.

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

Paragraphs 18(2), 18(2)(b), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 21(1), 21(3), 21(3)(a) and 21(3)(a)(iii)

- When the school was last inspected, leaders had carried out the required checks on staff to ensure that they were suitable people to work with children. However, they had failed to carry out the necessary checks on all trustees.
- The action plan submitted by the school failed to explicitly state that all required checks would be carried out, omitting those checks covered in standard 18(2) and 18(2)(b).
- The designated lead for safeguarding is knowledgeable about the requirements of the role and knew which checks had been missing when the school was last inspected. He reassured the inspector that all necessary checks had now been carried out. However, the school's single central register of safeguarding checks was not available for the inspector to check, and nor was any other evidence that the outstanding checks had been carried out satisfactorily.
- The inspector could not therefore confirm that the standard had been met, and so it remains unmet.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1) and 23(1)(c)

- At the time of the last inspection, the school had no changing or showering facilities for pupils to use after receiving physical education (PE).
- This omission was not mentioned on the school's action plan.
- School leaders have ambitious plans for the school to move to new premises. Plans have been drawn up to show the layout of the building should these plans come to fruition. There are showering facilities identified on these plans.
- While leaders' plans indicate that they do intend to address the lack of showering and

changing facilities on site, there has been no change to current accommodation and so there are still no such facilities on site. This standard therefore continues to be unmet.

Paragraphs 24(1) and 24(1)(b)

- When previously inspected, the school did not have a suitable space to accommodate sick and/or injured pupils on a short-term basis. There was also no mention of developing such a space in the school's action plan.
- Leaders have made sure that there is now basic provision for sick and/or injured pupils. There is now a private, curtained-off space with a medical bed that pupils are able to use. This is next to washing facilities and there is a toilet very close by as well. There is also a first-aid kit available in this area. Although of a simple nature, these facilities would provide adequate space for a pupil who was sick and/or injured and required short-term respite. This standard is therefore now met.

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

- At the time of the last inspection, the school had no outdoor area suitable for pupils to either play outside or to take part in PE. The school also had not put in place any alternative arrangements for pupils to access sports facilities off site.
- The school's action plan did not provide any concrete plans as to how school leaders intended to address this deficiency.
- As with standard 23(1) and 23(1)(c), school leaders' intention is to develop a new building for the school to use. The plans for this building include an outdoor space for pupils to use. This would be suitable in size for breaktimes and PE.
- Although leaders have plans as to how they will provide suitable outside space, no such space is currently available for pupils to use and so this standard continues to be unmet.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(g), 32(3), 32(3)(b), 32(3)(e) and 32(3)(f)

- Weaknesses in the school's provision of information were identified at the last inspection. The action plan submitted by the school did not indicate how leaders planned to remedy these weaknesses.
- The inspector was able to see the attendance registers maintained by the school, which clearly recorded pupils' attendance and punctuality. However, very little other documentation was available in school for the inspector to scrutinise. This included a wide range of policies, the school's schemes of work and other records that could reasonably be expected to be available for inspection purposes.
- The inspector was informed that parents were provided with other pieces of information but again, no written evidence was provided.
- These standards therefore remain unmet.

Part 8. Quality of leadership in and management of schools

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

- This standard was unmet at the previous inspection. Weaknesses in the effectiveness of leadership and management meant that the school failed to meet a significant number

of the independent school standards. The school's subsequent action plan addressed some of these issues, but was not sufficiently robust in terms of addressing all of the issues identified or setting out clear lines of accountability and realistic timescales.

- Leaders have made only the smallest amount of headway in addressing the standards that were not met at the previous inspection. The significant issues that the previous inspection identified in ensuring that pupils were prepared for life in modern Britain, the lack of breadth in the curriculum and pupils' access to and achievement in mathematics and English have not been addressed with any degree of success. Although leaders are reviewing the school's curriculum, for current pupils the issues identified at the previous inspection remain.
- The school's registered capacity is 39 pupils, but at the time of the inspection there were 60 pupils on roll. Leaders are not ensuring that the number of pupils in the school is appropriate, given the accommodation available and terms of the school's registration.
- Leaders have therefore not been effective in fulfilling their responsibilities because a large number of the independent school standards are still not met. Consequently, this standard is not met.

Schedule 10 of the Equality Act 2010

- Appropriate arrangements are not in place to ensure that the school meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010, as school leaders were not able to provide the inspector with a written accessibility plan.

Compliance with regulatory requirements

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

The school now meets the following independent school standards

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 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;
- 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;

School details

Unique reference number	130287
DfE registration number	355/6031
Inspection number	10095170

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

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	60
Number of part-time pupils	0
Proprietor	Ohr Torah Ltd
Chair	Mr David Neuwirth
Headteacher	Rabbi Y Wind
Telephone number	0161 792 1230
Website	None
Email address	ymleitner@gmail.com
Date of previous standard inspection	10–12 July 2018

Information about this school

- Yeshivah Ohr Torah provides a Jewish faith-based education for boys aged between 11 and 16 years. The school is closely associated with the Hasidic community.
- The school is owned and maintained by Ohr Torah Ltd, which is a registered charity.
- The school does not charge compulsory fees.
- The school has exceeded the number of pupils agreed by the Department for Education. There are currently 60 pupils on roll. The school's registered capacity is 39 pupils.
- Pupils study Jewish religious studies. No secular curriculum is taught. Yiddish is the sole language of instruction used.
- None of the pupils on roll has an education, health and care plan.

- The school does not use any alternative provision for pupils.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the school's previous standard inspection in July 2018.
- The Department for Education (DfE) rejected the school's action plan following the previous inspection.
- The inspection was conducted without notice to the school.
- During the inspection, the inspector held meetings with the headteacher and one of the trustees. The inspector toured the school with school leaders and spoke to teachers. The inspector also met with a peripatetic specialist teacher who assesses the needs of pupils who need additional support, and who works with teachers to plan and deliver the support identified. The inspector looked at records of this support, and examples of teachers' ongoing assessment of pupils' progress.
- As at the time of the previous standard inspection, parents had refused consent for inspectors to ask pupils any questions. A small number of parents were willing for the inspector to speak informally with their sons to discuss their work and their feelings about behaviour and safety at the school. The inspector therefore spoke to four pupils while accompanied by school leaders.
- Following the rejection of the school's action plan, school leaders decided to rewrite a number of policy documents and to review the curriculum and schemes of work. This meant that very little documentation was available for the inspector to look at, as leaders explained that the work to review documentation is being carried out off site.

Inspection team

Neil Dixon, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in 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(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)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 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(b) fosters in pupils’ self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].

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)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
- 5(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,

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - 9(b) the policy is implemented effectively; and
- 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.
- 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.

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

- 18(2) The standard in this paragraph is met if–
 - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
- 20(6) The standard in this paragraph is met in relation to an individual (“MB”) not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
 - 20(6)(a) MB–
 - 20(6)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB–
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check;
 - 20(6)(b)(ii) checks confirming MB’s identity and MB’s right to work in the United Kingdom; and

- 20(6)(b)(iii) where, by reason of MB’s living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB’s suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 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) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether–
 - 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;

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

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school’s admission and attendance registers;
- 32(3) The information specified in this sub-paragraph is–

- 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
- 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations;
- 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; and

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.

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

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 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;
- 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;

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019