

# Beis Chinuch Lebonos Girls School

Woodberry Down Centre, Woodberry Down London N4 2SH

**Inspection dates**

2 April 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(2), 2(2)(a), 2(2)(f), 2(2)(h), 5, 5(b) and 5(b)(v)*

- At the previous inspection, curriculum plans were missing or incomplete. Leaders did not check whether the curriculum plans available provided for adequate progression in pupils' knowledge and skills, over time. Leaders were unable to provide clear evidence that all the required areas of learning were taught across all year groups. The curriculum did not adequately teach pupils about other cultures. The early years provision did not comply with the statutory learning and development requirements.
- This inspection found that curriculum plans have been overhauled in all departments, including the early years. Leaders have worked effectively to improve the organisation, presentation and cohesion of curriculum and teaching plans, which are now in place for all areas of learning in all year groups. Pupils' timetables ensure adequate coverage of all subjects. Curriculum plans correspond accurately with what teachers plan to teach, and take account of pupils' aptitudes, needs and interests, including the most able and those with special educational needs and/or disabilities (SEND). The curriculum now teaches pupils clearly and regularly about other religions, faiths and cultures. Pupils spoke confidently to inspectors about this. Provision in the early years has significantly improved, and is now compliant with the statutory requirements, as outlined on page 4.
- The requirements 2(1)(b), 2(1)(b)(i), 2(2)(a), 2(2)(f), 2(2)(h) and 5(b)(v) are now met. However, the requirements 2(1), 2(1)(a), 2(2), 5 and 5(b) remain unmet because of continued deficiencies, as detailed below.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 3(j)*

- At the previous inspection, teaching provided insufficient opportunities for pupils to learn and make progress across a range of subjects. Leaders did not ensure that teachers followed curriculum plans. Most teaching lacked challenge, and pupils completed tasks that did not help them acquire or deepen their knowledge. Pupils with SEND were not adequately catered for, especially in terms of being included in whole-class teaching.
- This inspection found that all pupils have equal access to a curriculum and teaching that allows them to learn and make progress in all the required areas of learning. Teachers

follow curriculum plans in all subjects, and use assessment information to plan challenging and engaging lessons. During this unannounced inspection, inspectors visited many lessons and spoke to pupils about their learning. Inspectors saw and spoke to engaged, articulate and enthusiastic pupils, who were completing appropriately challenging work. Teachers demonstrated strong subject knowledge across the school. These observations reflect the high-quality work pupils produce.

- Pupils with SEND, including those in wheelchairs, are included in lessons alongside their peers. Teachers cater for their needs and plan for them appropriately. Effective use is still made of personalised teaching in the school's 'achieve rooms'. Nonetheless, pupils with SEND are now more regularly taught alongside their peers, and have an appropriate level of support.
- Classrooms are appropriately resourced. Staff are suitably deployed, and the monitoring of quality is now rigorous and consistent. Leaders have shown courage and determination in demanding higher standards of teachers. They have provided effective training and support. Leaders regularly monitor teaching through lesson observations and checking pupils' work. Unlike at the previous inspection, leaders are now able to demonstrate the effectiveness of their work.
- As a result, the requirements checked (listed above) are now met.

*Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 5, 5(b) and 5(b)(vi)*

- At the previous inspection, leaders had not made sure that due regard was given to promoting pupils' respect for all groups of people with protected characteristics, as required by the Equality Act 2010. Also, the school's use of redaction in books, and avoidance of certain topics were detrimental to pupils' understanding of the world, and their preparedness for life in modern Britain.
- This inspection confirmed that leaders are committed to teaching pupils about respecting everybody, regardless of perceived or actual differences. However, any reference to some of the protected characteristics, such as sexual orientation and gender reassignment, is a 'red line' that leaders will not cross.
- There is a more rigorous approach and a clearer policy in relation to redaction, including checking departmental libraries and donated books coming in from pupils' homes. However, leaders continue to redact information in books. This is in relation to reproduction, the age of the universe, theories that contravene biblical teachings and images which could be interpreted as sexually inappropriate or crude. Leaders also continue to avoid teaching certain topics, such as reproduction. Leaders were open and honest with inspectors that these actions are non-negotiable. They know that the requirements relating to the Equality Act, the preparedness of pupils for life in modern Britain, and leadership and management will not be met until this approach changes.
- As a result, the requirements checked (listed above) remain unmet.

### Part 3. Welfare, health and safety of pupils

*Paragraph 7, 7(a), 7(b), 32(1) and 32(1)(c)*

- At the previous inspection, procedures for reporting, recording and responding to child protection concerns were weak. Leaders with responsibility for safeguarding did not routinely keep written records of child protection concerns and how they were followed

up. Some staff were unclear about who concerns should be reported to, and how to do this. Poor communication and record-keeping prevented leaders from acquiring a comprehensive picture of pupils' needs, and identifying those pupils who needed additional help.

- This inspection found all safeguarding requirements to be met. A compliant child protection policy is available in hard copy to parents, and has been issued as part of recent update training for all staff. Staff, including designated leaders, have all been suitably trained in light of the latest statutory guidance. They are now absolutely clear that any concerns must be recorded on the school's forms. Lines of communication for the referral of concerns, including in relation to allegations against adults, are clear. Written records are kept of all concerns, and how they are followed up. Leaders are in the process of moving these written records online. This is so that the same robust system that is used to record health and safety trends will also be used to monitor patterns in concerns about pupils, and keep all records centrally.
- The designated safeguarding leader and her deputy leaders spoke confidently about pupils' needs, those requiring additional help, and the contextual risks that pupils face in the school and local community. The pupils spoken to and observed throughout the inspection were confident, articulate, happy and safe.
- As a result, the requirements checked (listed above) are now met.

*Paragraphs 11, 12, 16, 16(a), 16(b) and 25*

- At the previous inspection, leaders did not routinely identify and address potential hazards around the site, which were a risk to pupils' welfare. For example, in corridors and classroom spaces, inspectors found that cupboards containing hazardous materials were unlocked. They found that fire exits were blocked, fire extinguishers were missing, and fire evacuation plans were not clearly displayed.
- This inspection confirmed that the school's health and safety and risk assessment policies are now implemented well. Leaders have taken suitable action to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. A much more robust approach to routinely checking the premises for hazards is now part of the school's culture. Cupboards are locked, fire exits are clear of clutter, fire extinguishers are where they should be, and new fire evacuation plans are displayed throughout the premises.
- As a result, the requirements checked (listed above) are now 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), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- At the previous inspection, leaders and governors did not know whether all members of staff working in the school were suitable to do so. Some members of staff were missing from the single central register (SCR) of pre-employment checks. Evidence of which checks on the proprietors had taken place was unavailable. Leaders did not work together effectively to complete and update the SCR.
- This inspection found the school's electronic system for recording checks on staff to be fully compliant. All the required checks on all the required people, including the new

proprietor, the three governors and all volunteers and employed staff, have been completed in accordance with the required timescales, and accurately recorded.

- The compliance coordinator, who is also a deputy designated safeguarding leader, is responsible for overseeing the SCR. She has a thorough working knowledge of all the requirements, and regularly checks compliance.
- As a result, the requirements checked in this part are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- At the previous inspection, leaders had not made sure that the school met the requirements of the independent school standards. Despite being closely involved in the management of the school, governors had not held leaders to account on whether arrangements to promote pupils' safety and welfare were effective.
- This inspection found that leaders and governors have reflected deeply on the previous inspection's findings. As a result, they have taken decisive and effective action to improve their school. Despite their action plan being deemed not acceptable, they have worked hard to improve the quality of education, systems to ensure the welfare, health and safety of pupils, and the early years provision.
- However, some independent school standards remain unmet, as outlined in Part 1. As a result, the standard in this part remains not met.
- There are currently 720 pupils on roll. This is 28 pupils more than the school is registered for. Leaders realise this means they are in breach of their registration agreement with the Department for Education (DfE). However, the DfE asked that this inspection consider an increase in capacity to 720 pupils. As the independent school standards relating to pupils' health, safety and welfare are now met, and the school can safely accommodate 720 pupils, this increase is recommended. Leaders are absolutely clear that if the DfE agrees to this material change, they must not exceed this number on roll.

## Statutory requirements of the early years foundation stage

### *Learning and development requirements 1.3, 1.4, 1.5, 2.6 and 2.7*

- At the previous inspection in June 2018, leaders had not ensured that all areas of the curriculum were sufficiently catered for, particularly in the Nursery classes. Leaders were unable to provide evidence that staff assessed children's outcomes in each of the early learning goals at the end of the Reception Year. Leaders and staff did not systematically record or check how well children learn over time.
- This inspection found provision for children in the early years to have been transformed. New leaders have brought expertise and energy to improving the educational offer for children, and to ensuring compliance with all the statutory requirements. Leaders have embraced support and guidance from their colleagues in the local authority, and worked effectively to review practice throughout the early years.
- All the required areas of the curriculum are now sufficiently catered for. Staff robustly assess children's outcomes against the early learning goals, and know how many children achieved, and are on track to achieve, a good level of development. The

systems for recording and checking children's learning are now consistent, thorough and suitable.

- As a result, the learning and development requirements checked are now met.

*Safeguarding and welfare requirements 3.15, 3.54 and 3.55*

- At the previous inspection in June 2018, safeguarding was not effective. Leaders had failed to provide children with a safe and suitable environment in which to learn. Potential hazards to children's welfare were not identified. Information about where children and staff should assemble in the event of an emergency evacuation was not clearly or consistently displayed. Two-year-old children did not have access to suitable rest areas to support their well-being and development. At the time of the inspection, leaders had not carried out appropriate checks on whether individuals were disqualified by association from working with children.
- This inspection, as identified in Part 3, found that arrangements for keeping pupils safe are now compliant with the independent school standards. Early years classrooms and learning spaces are well maintained and safe. Emergency evacuation information is displayed, and evacuation drills are regularly carried out.
- The school no longer caters for two-year-old children.
- Leaders ensure that all staff working with children in the early years are checked in relation to childcare disqualification. Schools are no longer required to check whether staff are disqualified by association.
- As a result, the safeguarding and welfare requirements checked are now met.

## **Compliance with regulatory requirements**

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

## School details

Unique reference number	102171
DfE registration number	204/6399
Inspection number	10093501

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 day school
School status	Independent school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	720
Number of part-time pupils	None
Proprietor	Abraham Schechter
Headteacher	Leah Klein
Annual fees (day pupils)	£2,080
Telephone number	020 8809 7737
Website	None
Email address	<a href="mailto:bursar@bclschool.org.uk">bursar@bclschool.org.uk</a>
Date of previous standard inspection	26–28 June 2018

## Information about this school

- Beis Chinuch Lebonos Girls School is an independent day school with an orthodox Jewish ethos. Pupils' first language is, typically, Yiddish. The school operates from one site, and comprises three buildings. It is in the Stamford Hill area of London.
- The school is registered to provide education for girls between the ages of two and 16. However, provision for two-year-olds has ceased. The school has 12 pupils with education, health and care plans.
- There are currently 720 pupils on roll. The school is registered for 692 pupils and is, therefore, in breach of its registration agreement. However, this inspection considered the

school's application to increase its maximum capacity to 720.

- The school also includes childcare provision for children under the age of three. Ofsted inspects this provision separately.
- The school operates as four separate departments. Each department has two headteachers. One headteacher is responsible for the secular department, and one headteacher leads on the religious curriculum.
- The school's proprietor has changed since the previous inspection. The Department for Education has written to the school to confirm that Abraham Schechter is now the proprietor. However, the proprietor identified on 'Getting Information About Schools' (GIAS) has not been updated.
- The school does not make use of any alternative or off-site provision.
- The school's most recent inspection was a full standard inspection in June 2018.



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards, and other requirements that it was judged to not comply with, at its previous inspection.
- The school's previous inspection was a full standard inspection in June 2018. This inspection judged many independent school standards to be unmet. As a result, the school was asked to submit an action plan. This plan was judged to be not acceptable, and was rejected by the Department for Education in January 2019.
- This first progress monitoring inspection was carried out without notice. The inspection included consideration of a material change to the school's registration agreement.
- Inspectors focused on the school's compliance with particular requirements in Parts 1, 2, 3, 4, 5 and 8 of the independent school standards and paragraphs 1.3, 1.4, 1.5, 2.6, 2.7, 3.15, 3.54 and 3.55 of the statutory requirements of the early years foundation stage.
- Inspectors held discussions with leaders, including the substantive headteacher, departmental headteachers, the school's compliance coordinator, the designated safeguarding leader and the early years leaders.
- Inspectors met with two groups of pupils during the inspection. These meetings were observed by leaders, and did not include discussion about some of the protected characteristics, in accordance with parents' wishes.
- Inspectors met with the school's proprietor and all three governors.
- Inspectors toured the premises and visited the majority of classrooms.
- Inspectors scrutinised a range of documentation related to the independent school standards, the curriculum, teaching, safeguarding, health and safety, and the early years provision.
- Inspectors considered a range of pupils' work, including those with education, health and care plans.
- Inspectors considered the 83 recent responses to Ofsted's online survey, Parent View.

## Inspection team

James Waite, lead inspector

Ofsted Inspector

Karen Matthews

Ofsted 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 sub-paragraph (2) is drawn up and implemented effectively.
- 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;
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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

#### **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 independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if—

- 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.
- 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)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
  - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

## **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)(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.

## **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.
- 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)(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;

- 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.
- 21(3) The information referred to in this sub-paragraph is—
  - 21(3)(a) in relation to each member of staff ('S') appointed on or after 1st May 2007, whether—
    - 21(3)(a)(i) S's identity was checked;
    - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
    - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
    - 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S;
    - 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d);
    - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
    - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
  - 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.
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 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.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007—
  - 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
  - 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

## **Part 5. Premises of and accommodation at schools**

- 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.

### **The school now meets the following early years learning and development requirements**

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning: communication and language; physical development; personal, social and emotional development.
- 1.4 Support children in their learning and development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: literacy; mathematics; understanding the world; expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.
- 2.6 Ensure that in the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child.
- 2.7 Assess each child's level of development against the early learning goals.

### **The school now meets the following early years safeguarding and welfare requirements**

- 3.15 Ensure the suitable procedures are in place to check whether staff are not disqualified from working with children.
- 3.54 Ensure that the premises are fit for purpose and comply with the requirements of health and safety legislation.
- 3.55 Ensure that reasonable steps are taken to ensure the safety of children, staff and others on the premises in the event of a fire or any other emergency, including ensuring that there is an emergency evacuation procedure in place and that fire exits are free of obstruction.

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