

Pre-registration regulatory check sheet for an academy/free school/studio school/university technical college (UTC)

| | |
|---------------------------------------|-------------------------|
| School name | [Add school name] |
| DfE registration number | [Add DfE number] |
| Unique Reference Number (URN) | [Add URN] |
| URN for social care | [Add URN] |
| Inspection number | [Add inspection number] |
| Inspection dates | [Add inspection dates] |
| Reporting inspector | [Add name] |
| Social care inspector | [Add name] |

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This regulatory check sheet should be used for a pre-registration inspection of an academy/free school/studio school/university technical college (UTC) applying for registration.

Please delete rows in the table above that are not applicable.

Please delete the italicised text above before submitting the completed regulatory check sheet for sign-off

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Information about the inspection

This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 99 of the Education and Skills Act 2008.¹ [The inspection of boarding provision took place under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.^{2,3,4} / The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.^{5,6,7} \(Please delete as appropriate\)](#)

Information about the school

| | | | | |
|------------------------|--|---|---|-----------------|
| Number on roll | | Number on roll sought | | |
| Age range | | Age range sought | | |
| Number of boarders now | | Number of boarders sought | | |
| Gender of pupils | | | | |
| Address | | Type of school (For special schools, please note principal disability group) | Academy/free school/studio school /university technical college (UTC) | |
| | | Purpose of visit (Please tick appropriate box) | New | Material change |

¹ www.legislation.gov.uk/ukpga/2008/25/section/99.

² www.legislation.gov.uk/ukpga/1989/41/contents.

³ www.legislation.gov.uk/ukpga/2000/14/contents.

⁴ www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

⁵ www.legislation.gov.uk/ukpga/1989/41/contents.

⁶ www.legislation.gov.uk/ukpga/2000/14/contents.

⁷ www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

| | |
|----------------------------|--|
| Telephone number | |
| Headteacher | |
| Date of visit | |
| Name(s) of inspection team | |

| | |
|---|--|
| Number of full-time pupils of compulsory school age | |
|---|--|

| | |
|--|--|
| Number of three-year-olds on roll | |
| Number of three-year-olds in receipt of government funding | |

| | |
|---|--|
| Number of four-year-olds on roll | |
| Number of four-year-olds in receipt of government funding (Nursery Grant) | |

Staff

| | | |
|---|--------------------------------|--------------------------------|
| Number of teaching staff: | Full-time QTS: Unqualified: | Part-time QTS: Unqualified: |
| Full-time equivalent number of teaching staff | | |
| Number of teaching assistants | | |
| Number of care staff: | Full time: | Part time: |

Special needs

| | |
|---|--|
| Number of pupils with statements of special educational needs (SEN) | |
| Number of statemented pupils paid for by a local authority | |
| Number of pupils on school's SEN register | |

Ethnic minorities

| | |
|---|--|
| Number of ethnic minority UK national pupils | |
| Please list pupils' main ethnic minority groups (up to three groups) | |
| Number of pupils who are foreign nationals | |
| Is specific English as an additional language (EAL) support provided? | |
| Number of pupils supported by EAL programmes | |

Note to inspectors: this check sheet only includes those regulations which are being inspected on this visit; therefore, some sections from the standard check sheet are deliberately missing. There are no regulations relating to part 1 of schedule 1, because these are inspected at the first section 5 inspection.

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

The regulations listed below are paraphrased from The Education (Independent School Standards) (England) Regulations 2010 and are not a direct quotation.⁸ The numbering, however, does exactly align with the regulations.

| Inspectors must evaluate the quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils. To check compliance with the standard, inspectors must answer the following questions. | | Is likely to meet | Is not likely to meet | N/A | If not, what must the school do to improve? |
|---|--|--------------------------|------------------------------|------------|--|
| 5 | Has the proprietor ensured that principles are promoted which: | | | | |
| 5(a)(i) | <ul style="list-style-type: none"> ■ enable pupils to develop their self-knowledge, self-esteem and self-confidence? | | | | |
| 5(a)(ii) | <ul style="list-style-type: none"> ■ enable pupils to distinguish right from wrong and to respect the civil and criminal law? | | | | |
| 5(a)(iii) | <ul style="list-style-type: none"> ■ 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(a)(iv) | <ul style="list-style-type: none"> ■ provide pupils with a broad general knowledge of public institutions and services in England? | | | | |
| 5(a)(v) | <ul style="list-style-type: none"> ■ assist pupils to acquire an appreciation of | | | | |

⁸ www.legislation.gov.uk/uksi/2010/1997/contents/made.

| | | | | | |
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| | and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions? | | | | |
| 5(a)(vi) | <ul style="list-style-type: none"> ■ encourage pupils to respect 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) | Has the proprietor ensured that partisan political views are not promoted in the teaching of any subject in the school? | | | | |
| 5(c) | Has the proprietor ensured that where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils: | | | | |
| 5(c)(i) | <ul style="list-style-type: none"> ■ while in attendance at the school? | | | | |
| 5(c)(ii) | <ul style="list-style-type: none"> ■ while taking part in extra-curricular activities which are provided or organised by or on behalf of the school? | | | | |
| 5(c)(iii) | <ul style="list-style-type: none"> ■ 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

| Inspectors must evaluate the measures to promote the welfare, health and safety of the pupils, in regard to any guidance issued by the Secretary of State. To check compliance with the standards, inspectors must answer the following questions. | | Is likely to meet | Is not likely to meet | N/A | If not, what must the school do to improve? |
|--|--|-------------------|-----------------------|-----|---|
| 7 | Are arrangements made to safeguard and promote the welfare of pupils at the school and do these arrangements have regard to guidance issued by the Secretary of State? | | | | |
| 8 | If boarding accommodation is provided, are arrangements in place to safeguard and promote the welfare of boarders and do they have regard to the national minimum standards for boarding schools or the national minimum standards for residential special schools, as applicable? | | | | |
| 9 | Is there a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and is this policy implemented effectively? | | | | |
| 10 | Is there an effective anti-bullying strategy in place and is it being implemented? | | | | |
| 11 | Is there a written policy which complies with relevant health and safety laws and is it being implemented? | | | | |

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|----|---|--|--|--|--|
| 13 | Is there compliance with the Regulatory Reform (Fire Safety) Order 2005? ⁹ | | | | |
| 14 | Is there a written policy on first aid and does the school implement this? | | | | |
| 15 | Are school staff deployed in such a way as to ensure the proper supervision of pupils? | | | | |
| 16 | Is there a record of the sanctions imposed upon pupils for serious misbehaviour? | | | | |
| 17 | Is there an admission and attendance register which is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006? ¹⁰ | | | | |
| - | Are arrangements made to fulfil duties under schedule 10 of the Equality Act 2010? ¹¹ | | | | |

⁹ www.legislation.gov.uk/uksi/2005/1541/contents/made.

¹⁰ www.legislation.gov.uk/uksi/2006/1751/contents/made.

¹¹ www.legislation.gov.uk/ukpga/2010/15/contents.

Part 4: Suitability of the proprietor, staff and supply staff

| Inspectors must state whether the school's procedures for checking the suitability of all proprietors and staff comply with the following standards. | | Is likely to meet | Is not likely to meet | N/A | If not, what must the school do to improve? |
|--|--|-------------------|-----------------------|-----|---|
| For all members of staff excluding proprietor and staff not directly employed by the school. | | | | | |
| 19(2)(a) | <p>Can it be verified that no member of staff:</p> <ul style="list-style-type: none"> ■ is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list) <p>or</p> <ul style="list-style-type: none"> ■ carries out work, or intends to carry out work, at the school in contravention of any direction made under section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in such a direction? (A List 99 check). | | | | |
| 19(2)(b) | <p>For all appointments from 1 September 2003, have appropriate checks been carried out and completed to confirm each member of staff's:</p> <ul style="list-style-type: none"> ■ identity ■ medical fitness ■ where appropriate, qualifications, and ■ for appointments made from 1 May 2007 the additional check of their right to work in the | | | | |

| United Kingdom? | | | | | |
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| <p>(Please note: The checks specified in 19(2)(c), (d), (e) and 19(3) do not need to be carried out where a new member of staff has worked in the following provisions not more than 3 months before the person's appointment:</p> <ul style="list-style-type: none"> ■ a school or a maintained school in England in a position where the person had regular contact with children or young persons ■ a maintained school in England in a position to which the person was appointed on or after 12 May 2006 and which did not bring the person regularly into contact with children or young persons <p>or</p> <ul style="list-style-type: none"> ■ an institution within the further education sector in England in a position which involved the provision of education or which brought the person regularly into contact with children or young persons.) | | | | | |
| 19(2)(c) | For all appointments since 1 September 2003 has an enhanced criminal bureau (CRB) check been made by the proprietor in respect of any member of staff appointed to a position at the school and was the enhanced CRB certificate which is the subject of the application obtained before or as soon as was practicable after the person's appointment? | | | | |
| 19(2)(d) | For appointments from 1 May 2007 only, in the case of any person for whom, by reason of living or having lived outside the United Kingdom, obtaining a CRB certificate is not sufficient to establish his or her suitability to work in a school; have further checks | | | | |

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| | been made as the proprietor considers appropriate which have regard to any guidance issued by the Secretary of State? | | | | |
| 19(2)(e) | For all appointments from 1 September 2003 , in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, in addition to the requirements of paragraphs 19(2)(a) to (d), has a check been made by the proprietor that standard 14 of the national minimum standards for boarding schools, or where applicable, standard 14 of the national minimum standards for residential special schools, complied with? | | | | |
| 19(3) | Were the checks in 19(2)(b) completed before a person's appointment apart from where exemptions, listed in the note above, apply? | | | | |
| The suitability of supply staff (any person working at the school supplied by an employment business). | | | | | |
| 20(2)(a) | Has the proprietor ensured that a person offered for supply by an employment business to the school, only begins to work at the school after receiving written notification of the following checks including the date each check was completed or certificate obtained: <ul style="list-style-type: none"> ■ the person's identity ■ the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification | | | | |

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| | <p>prohibition or restriction having the same effect</p> <ul style="list-style-type: none"> ■ where appropriate the person’s qualifications ■ in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State ■ the person’s right to work in the United Kingdom ■ that the employment business has made an application for an enhanced criminal records bureau (CRB) check or has obtained a certificate in response to such a check made by it or another employment business. The CRB check must have been obtained no more than three months before the date on which the person is due to begin work at the school; or the person has already had an enhanced CRB check from working in a school or further education institution not more than three months previously <p>and</p> <ul style="list-style-type: none"> ■ that a copy of the enhanced CRB certificate was obtained by the employment business before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business? | | | | |
| 20(2)(b) | Has the proprietor checked that before they start work at the school, the person offered for supply by the employment business is suitable for the work | | | | |

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| | required? | | | | |
| 20(2)(c) | Has the proprietor checked the identity of any staff not directly employed by the school before they begin work at the school irrespective of any check made by the employment business? | | | | |
| 20(2)(d) | Has the proprietor included in any contractual arrangements with an employment business, the requirements set out in paragraphs 20(2)(a), including a requirement to supply a copy of a CRB certificate that contains any disclosures? | | | | |
| 20(2)(e) | <p>In the case of supply staff who care for, train, supervise or are in charge of children for whom accommodation is provided, has a check been made by the proprietor that standard 14 of the national minimum standards for boarding schools, or where applicable, standard 14 of the national minimum standards for residential special schools, are complied with?</p> <p>(Please note that the requirement is not applicable where:</p> <ul style="list-style-type: none"> ■ a school or a maintained school in England in a position where the person had regular contact with children or young persons ■ a maintained school in England in a position to which the person was appointed on or after 12 May 2006 and which did not bring the person regularly into contact with children or young persons <p>or</p> <ul style="list-style-type: none"> ■ an institution within the further education | | | | |

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| | sector in England in a position which involved the provision of education or which brought the person regularly into contact with children or young persons.) | | | | |
| Proprietors, directors and the chair of trustees or governors. DfE evaluate the suitability of individual proprietors, and in the case of governing bodies, directors or trustees which form the proprietorial body, DfE will check the chairperson. (Please see note in guidance on what to do if there has been a recent change in proprietor or chairperson.) | | | | | |
| The suitability of members of the proprietorial body. | | | | | |
| 21(6)(a) | Can it be verified that no member of the proprietorial body is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or does not carry out or intend to carry out work at the school in contravention of any direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect? | | | | |
| 21(6)(b) | Where applicable, has the chairperson made the following checks on other members of the proprietorial body: <ul style="list-style-type: none"> ■ an enhanced criminal records bureau (CRB) check ■ the individual's identity and their right to work in the United Kingdom and <ul style="list-style-type: none"> ■ in the case of any person for whom, by | | | | |

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| | <p>reason of living or having lived outside the United Kingdom, further checks are made in regard to any guidance issued by the Secretary of State?</p> <p>(Please note that where the school is already registered, the standard is met if the checks are made as soon as practicable and also where the local authority maintaining the school, has made one or more of the checks.)</p> | | | | |
| The single central register. | | | | | |
| 22(2) | Is the information in the register recorded so that it is capable of being reproduced in a legible form? | | | | |
| 22(3) | <p>For each member of staff appointed on or after 1 May 2007, does the register show that the following checks were made, including the date on which each check was completed or the certificate obtained:</p> <ul style="list-style-type: none"> ■ the person's identity ■ the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect ■ of relevant qualifications, if appropriate ■ whether an enhanced criminal records bureau (CRB) certificate was obtained ■ in the case of any person for whom, by | | | | |

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| | <p>reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State</p> <ul style="list-style-type: none"> ■ of their right to work in the United Kingdom ■ in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, a check was made to ensure compliance with standard 38 of the national minimum standards for boarding schools, or where applicable, standard 27 of the national minimum standards for residential special schools? | | | | |
| 22(4) | <p>For each member of staff in appointed at any time before 1 May 2007, does the register show that the following checks have been made, including the date on which each check was completed or the certificate obtained:</p> <ul style="list-style-type: none"> ■ of the person's identity ■ to establish whether the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect ■ of relevant qualifications where appropriate ■ whether an enhanced CRB certificate was | | | | |

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| | <p>obtained</p> <ul style="list-style-type: none"> ■ in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State ■ in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, a check was made to ensure compliance with standard 38 of the national minimum standards for boarding schools, or where applicable, standard 27 of the national minimum standards for residential special schools? <p>(Please note that the regulation is met if the register shows clearly which checks were carried out in accordance with the rules at the time of the appointment.)</p> | | | | |
| 22(5) | <p>In relation to staff not directly employed by the school, the register must show whether written notification has been received from the employment business that it has carried out the checks referred to in 20(2)(a) together with the date the written notification that each check was made or certificate obtained, was received. Checks required include:</p> <ul style="list-style-type: none"> ■ the person's identity ■ that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred | | | | |

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| | <p>list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect</p> <ul style="list-style-type: none"> ■ where appropriate the person’s qualifications ■ in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State ■ the person’s right to work in the United Kingdom ■ an enhanced criminal record bureau (CRB) check or has obtained a certificate in response to such a check made by it or another employment business. The CRB check must have been obtained no more than three months before the date on which the person is due to begin work at the school; or the person has already had an enhanced CRB check from working in a school or further education institution not more than three months previously <p>and</p> <ul style="list-style-type: none"> ■ if an enhanced CRB certificate was obtained before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business? | | | | |
| 22(6) | In relation to each member of a body of persons named as the proprietor appointed on or after 1 May | | | | |

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| | <p>2007, does the register show whether the checks referred to in 21(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained. Checks required include:</p> <ul style="list-style-type: none"> ■ an enhanced CRB check and, where requested by the Secretary of State, is countersigned by the Secretary of State ■ the individual's identity and their right to work in the United Kingdom <p>and</p> <ul style="list-style-type: none"> ■ in the case of any person for whom, by reason of living or having lived outside the United Kingdom, further checks in regard to any guidance issued by the Secretary of State? | | | | |
| 22(7) | <p>In relation to each member of a body of persons named as the proprietor who was appointed at any time before 1 May 2007, does the register show whether the checks referred to in 21(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained. Checks required include:</p> <ul style="list-style-type: none"> ■ an enhanced CRB check and, where requested by the Secretary of State, is countersigned by the Secretary of State <p>and</p> <ul style="list-style-type: none"> ■ in the case of any person for whom, by reason of living or having lived outside the United Kingdom, further checks in regard to any guidance issued by the Secretary of State? | | | | |

| Inspectors must check whether the correct procedure has been followed where safeguarding concerns have been raised about a member of staff. | | | | | |
|--|---|--|--|--|--|
| | Since the last inspection/registration, has there been any member of staff who has been disciplined, dismissed, is currently under investigation or left prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children? | | | | |
| | If so, was a notification made by the school to the Independent Safeguarding Authority? | | | | |
| | Is the school aware of its duty to refer a person who is deemed to be unsuitable for working with children to the Independent Safeguarding Authority? | | | | |

Part 5: Premises and accommodation of schools

| To check compliance with the standard, inspectors must answer the following questions. | | Is likely to meet | Is not likely to meet | N/A | If not, what must the school do to improve? |
|--|---|-------------------|-----------------------|-----|---|
| 23A(1)(a) | Has the proprietor ensured that suitable toilet and washing facilities are provided for the sole use of pupils? | | | | |
| 23A(1)(b) | Has the proprietor ensured that separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for the use of one pupil at a time? | | | | |
| 23A(1)(c) | Has the proprietor ensured that 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? | | | | |
| 23B(1) | Has the proprietor ensured that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils which includes: | | | | |
| 23B(1)(a) | <ul style="list-style-type: none"> ■ accommodation for the medical examination and treatment of pupils? | | | | |
| 23B(1)(b) | <ul style="list-style-type: none"> ■ accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility? | | | | |
| 23B(1)(c) | <ul style="list-style-type: none"> ■ where a school caters for pupils with complex needs, additional medical accommodation | | | | |

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| | which caters for those needs? | | | | |
| 23D | Has the proprietor ensured that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place in them? | | | | |
| 23E(a) | Has the proprietor ensured that the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place in them? | | | | |
| 23E(b) | Has the proprietor ensured that external lighting is provided in order to ensure that people can safely enter and leave the school premises? | | | | |
| 23F(1)(a) | Has the proprietor ensured that suitable drinking water facilities are provided and that these are readily accessible at all times when the premises are in use and are in a separate area from toilet facilities? | | | | |
| 23F(1)(b) | Has the proprietor ensured that toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water? | | | | |
| 23F(1)(c) | Has the proprietor ensured that cold water supplies that are suitable for drinking are clearly marked as such? | | | | |
| 23F(1)(d) | Has the proprietor ensured that the temperature of hot water at the point of use does not pose a scalding risk to users? | | | | |
| 23G(1)(a) | Has the proprietor ensured that there is suitable outdoor space to enable physical education to be provided to pupils in accordance with the school | | | | |

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| | curriculum? | | | | |
| 23G(1)(b) | Has the proprietor ensured that there is suitable outdoor space to enable pupils to play outside? | | | | |
| 23H | Has the proprietor ensured that where the school provides accommodation that it has regard to standard 5 of the national minimum standards for boarding schools or where applicable standard 5 of the national minimum standards for residential special schools? | | | | |

Part 6: The provision of information for parents, carers and others

| <p>Please note that the term 'provided' to a person in this section means, the standard is met where the person has provided the school with a valid electronic mail address and the school sends to that address:</p> <ul style="list-style-type: none"> ■ the information or a copy of the document in electronic form, or ■ the address for an internet website where the information or a copy of the document can be downloaded by the person, in which case the information or copy of the document must be available for inspection by the person on the school's premises during the school day, or ■ a hard copy of the information or document is sent or given to the person. | <p>Is likely to meet</p> | <p>Is not likely to meet</p> | <p>N/A</p> | <p>If not, what must the school do to improve?</p> |
|---|--|-------------------------------------|-------------------|---|
| <p>24(1)(a)</p> | <p>Has the proprietor ensured that the following information has been provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate?</p> <ul style="list-style-type: none"> ■ The school's address and telephone number and the name of the headteacher. ■ Where the proprietor is an individual, their full name, address for correspondence during both term time and holidays and a telephone number or numbers on which they may be contacted at all times, or, where the proprietor is a corporation or a body of persons, the address and telephone number of its registered or principal office. ■ Where there is a board of governors, the | | | |

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| | <p>name and address for correspondence of its chairperson.</p> <ul style="list-style-type: none"> ■ A statement of the school's ethos (including any religious ethos) and aims. | | | | |
| 24(1)(b) | <p>Has the following information been made available to parents of pupils, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate?</p> <ul style="list-style-type: none"> ■ Particulars of the school's policy on and arrangements for admissions, discipline and exclusions. ■ Particulars of educational and welfare provision for pupils with statements of special educational needs and for pupils for whom English is an additional language. ■ Particulars of the curriculum policy of the school as required under part 1, paragraph 2. ■ Particulars of policies relating to bullying, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving as required under part 3, paragraph 9. ■ Particulars of the arrangements for tackling bullying, and for promoting pupils' health and safety on the school premises and on educational visits as required under part 3 paragraphs 10 and 11. ■ Particulars of academic performance during the preceding school year, including the results of any public examinations. ■ Details of the complaints procedure adopted | | | | |

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| | <p>by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year.</p> <ul style="list-style-type: none"> ■ The number of staff employed at the school, including temporary staff, and a summary of their qualifications. | | | | |
| 24(1)(c) | Is the safeguarding children policy (as required under part 3, paragraph 7) published on the school's website, or where no such website exists, does the school provide a copy to parents of pupils, and of prospective pupils, on request? | | | | |
| 24(1)(d) | Following this section 162A inspection, has the school made arrangements to provide a copy of the full report to the parents of every registered pupil by the date specified by the inspection body? | | | | |
| 24(1)(e) | Following an inspection under section 87(1) of the Children Act 1989 (welfare inspection), has a copy of the report of the inspection been provided to the parents of each boarder? | | | | |
| 24(1)(f) | Does the school provide parents with an annual written report of the progress and attainment of each registered child in the main subject areas taught, except where a parent has agreed otherwise? | | | | |
| 24(1)(g) | Did the school comply with reasonable requests for information in connection with this inspection including access to the school's admission and attendance registers? | | | | |
| 24(1)(h) | Where a pupil who is registered at the school is wholly or partly funded by the local authority, is an annual | | | | |

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| | <p>account of income received and expenditure incurred by the school in respect of that pupil provided to the local authority and on request to the Secretary of State?</p> <p>(Please note that this paragraph of the standard does not apply where the funding is solely for free of charge early years provision.)</p> | | | | |
| 24(1)(i) | <p>Where there are pupils with statements of special educational needs who are wholly or partly funded by a local authority or any other body through public funds, does the school provide such information to the responsible local authority as may reasonably be required for the purpose of the annual review of the statement?</p> | | | | |

Part 7: Manner in which complaints are to be handled

| To check compliance with the standard, inspectors must answer the following questions. | | Is likely to meet | Is not likely to meet | N/A | If not, what must the school do to improve? |
|--|--|-------------------|-----------------------|-----|---|
| 25(a) | Is there a written complaints procedure? | | | | |
| 25(b) | Is the complaints procedure made available to parents? | | | | |
| 25(c) | Does the complaints procedure set out clear timescales for the management of the complaint? | | | | |
| 25(d) | Does the complaints procedure allow for complaints to be made and considered initially on an informal basis? | | | | |
| 25(e) | Does the complaints procedure provide for a formal complaint to be made in writing if parents are not satisfied with the response to an informal complaint? | | | | |
| 25(f) | If the parents are not satisfied with the response to a written complaint, is there provision for the establishment of a hearing before a panel appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint? | | | | |
| 25(g) | Where there is a panel hearing of a complaint, is there provision that one person on the panel is independent of the management and running of the school? | | | | |
| 25(h) | Does the procedure allow for parents to attend the panel hearing and, if they wish, to be accompanied? | | | | |

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| 25(i) | <p>Does the complaints procedure provide for the panel to make findings and recommendations and does the procedure stipulate that a copy of the findings and recommendations are:</p> <ul style="list-style-type: none"> ■ provided to the complainant and, where relevant, the person complained about <p>and</p> <ul style="list-style-type: none"> ■ available for inspection on the school premises by the proprietor and the headteacher? | | | | |
| 25(j) | <p>Does the procedure provide for written records to be kept of all complaints, indicating whether they were resolved at the preliminary stage or whether they proceeded to a panel hearing?</p> | | | | |
| 25(k) | <p>Does the procedure provide that correspondence, statements and records of complaints are to be kept confidential?</p> <p>(Please note that this does not apply to the requirement of the school to provide parents and other interested parties with information about the number of complaints registered under the formal procedure during the preceding year, nor to inspectors conducting inspection under section 162A of the Education Act 2002, or to the Secretary of State, should they ask for access to such records.)</p> | | | | |
| 25(l) | <p>Where schools provide accommodation, does the complaints procedure comply with standard 5 of the national minimum standards for boarding schools or where applicable standard 4 of the national minimum standards for residential special schools?</p> | | | | |

National minimum standards for boarding schools

For use where a proposed academy/free school/studio school/university technical college wishes to register both boarding and education provision

A standard which is greyed out in the table below means that it is also covered by schools' legislation, for example The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012. On integrated inspections, inspectors are advised to work together to avoid duplication and ensure consistency, referring to the guidance document *Completing the record of inspection evidence and judgements*.¹²

| Standard 1 – statement of boarding principles and practice | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
|---|--|--------------------------|------------------------------|--|
| 1 | A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice. | | | |
| Standard 2 – boarders' induction and support | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 2.1 | There is an appropriate process of induction and guidance for new boarders. | | | |
| 2.2 | Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem. | | | |

¹² *Completing the record of inspection evidence and judgements* (090051), Ofsted, 2013; www.ofsted.gov.uk/resources/090051.

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| 2.3 | The school identifies at least one person other than a parent, outside the boarding and teaching staff of the school, who boarders may contact directly about personal problems or concerns at school. The school ensures that boarders know who this person is, and how to contact them. Boarders are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children’s Rights Director, to ring in case of problems or distress. | | | |
| Standard 3 – boarders’ health and well-being | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 3.1 | The school has and implements appropriate policies for the care of boarders who are unwell. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. | | | |
| 3.2 | Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary. | | | |
| 3.3 | In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. | | | |
| 3.4 | Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to | | | |

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| | do so. | | | |
| 3.5 | The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be 'Gillick competent' ¹³ to give or withhold consent for his/her own treatment. | | | |
| Standard 4 – contact with parents/carers | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 4 | Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. | | | |
| Standard 5 – boarding accommodation | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 5.1 | Suitable sleeping accommodation is provided for boarders. Where pupils are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. | | | |
| 5.2 | Suitable living accommodation is provided for boarders for the purposes of organised and private | | | |

¹³ Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be Gillick competent if he or she has sufficient understanding and intelligence to understand fully what is proposed.

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| | study outside school hours and for social purposes. | | | |
| 5.3 | Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders. | | | |
| 5.4 | Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. | | | |
| 5.5 | Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm. | | | |
| 5.6 | Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish. | | | |
| 5.7 | Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to children, or to boarding | | | |

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| | accommodation while occupied by children. | | | |
| 5.8 | Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on children's privacy. | | | |
| Standard 6 – safety of boarders | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 6.1 | The school has a written policy on compliance with relevant health and safety laws which is effectively implemented. (ISS paragraph 11) | | | |
| 6.2 | The school premises, 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. (ISS paragraph 23C) | | | |
| Standard 7 – fire precautions and drills | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 7.1 | The school complies with the Regulatory Reform (Fire Safety) Order 2005. ¹⁴ (ISS paragraph 13) | | | |
| 7.2 | In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. | | | |
| Standard 8 – provision and preparation of food and | | Is | Is not | If not, what must the school do to improve? |

¹⁴ The Regulatory Reform (Fire Safety) Order 2005, to which there are amendments not relevant to these standards;
www.legislation.gov.uk/ukSI/2005/1541/contents/made.

| drinks | | likely to meet | likely to meet | |
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| 8.1 | All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety. | | | |
| 8.2 | Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation. | | | |
| 8.3 | In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. | | | |
| Standard 9 – boarders' possessions | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 9.1 | Adequate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering. | | | |
| 9.2 | Boarders are able to obtain necessary personal and stationery items while accommodated at school. | | | |
| 9.3 | Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school. | | | |
| Standard 10 – activities and free time | | Is likely | Is not likely | If not, what must the school do to improve? |

| | | to meet | to meet | |
|---------------------------------------|---|--------------------------|------------------------------|--|
| 10.1 | There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. | | | |
| 10.2 | Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. | | | |
| 10.3 | Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare. | | | |
| 10.4 | Boarders have access to information about events in the world outside the school, and access to local facilities which is appropriate to their age. | | | |
| Standard 11 – child protection | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 11 | The school ensures that: <ul style="list-style-type: none"> ■ arrangements are made to safeguard and promote the welfare of pupils at the school; | | | |

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| | <p>and</p> <ul style="list-style-type: none"> such arrangements have regard to any guidance issued by the Secretary of State.¹⁵ (ISS paragraph 7) | | | |
| Standard 12 – promoting positive behaviour and relationships | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 12.1 | <p>The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:</p> <ul style="list-style-type: none"> measures to combat bullying and to promote positive behaviour; school rules; disciplinary sanctions; when restraint is to be used; and arrangements for searching pupils and their possessions. | | | |
| 12.2 | <p>The policy complies with relevant legislation and guidance and is understood by staff and pupils.¹⁶</p> | | | |
| Standard 13 – management and development of boarding | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 13.1 | <p>There is clear management and leadership of the</p> | | | |

¹⁵ *Safeguarding Children and Safer Recruitment in Education* (DFES-04217-2006), Department for Education, 2006; www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04217-2006.

¹⁶ Department for Education behaviour and attendance webpage; www.education.gov.uk/schools/pupilsupport/behaviour.

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| | practice and development of boarding in the school, and effective links are made between academic and residential staff. | | | |
| 13.2 | Senior boarding staff have an adequate level of experience and/or training. | | | |
| 13.3 | The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. | | | |
| Standard 14 – staff recruitment and checks on other adults | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 14.1 | Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance ¹⁷ issued by the Secretary of State. (ISS paragraphs 19(2)(a)–22(7)) | | | |
| 14.2 | For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, there is a Criminal Records Bureau check completed at the standard level. | | | |
| 14.3 | There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact | | | |

¹⁷ *Safeguarding Children and Safer Recruitment in Education* (DFES-04217-2006), Department for Education, 2006; www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04217-2006.

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| | with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence. | | | |
| 14.4 | All persons visiting boarding accommodation (for example, visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. | | | |
| 14.5 | The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians. | | | |
| 14.6 | Any guardians ¹⁸ appointed by the school are subject to the same recruitment checks as staff, and their care of pupils is monitored. | | | |
| Standard 15 – staffing and supervision | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 15.1 | Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding | | | |

¹⁸ This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the 'Boarding Briefing' series published by the Boarding Schools' Association.

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| | when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. | | | |
| 15.2 | Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear. | | | |
| 15.3 | The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. | | | |
| 15.4 | Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. | | | |
| 15.5 | Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. | | | |
| 15.6 | Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate. | | | |
| 15.7 | There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. | | | |
| 15.8 | Boarders have a satisfactory means of contacting a member of staff in each house at night. | | | |
| 15.9 | Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and | | | |

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| | suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated ¹⁹ from the accommodation and facilities provided for boarding pupils. | | | |
| 15.10 | Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders. | | | |
| Standard 16 – equal opportunities | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 16 | Boarders do not experience inappropriate discrimination because of differences arising out of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs. | | | |
| Standard 17 – securing boarders’ views | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 17 | Boarders have an opportunity to contribute views to the operation of boarding provision, are able to raise | | | |

¹⁹ Appropriately separated’ does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

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| | concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Pupils are not penalised for raising a concern or making a complaint in good faith. | | | |
| Standard 18 – complaints | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 18 | The school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory standards. ²⁰ (ISS paragraphs 25 (a)–(k)) | | | |
| Standard 19 – prefects | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |
| 19 | Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision and measures to counter possible abuses of the role. | | | |
| Standard 20 – lodgings (long-stay) | | Is likely to meet | Is not likely to meet | If not, what must the school do to improve? |

²⁰ Independent Schools: The Education (Independent School Standards) (England) Regulations 2010, as amended;

www.legislation.gov.uk/uksi/2010/1997/contents/made.

Maintained schools: S29 of the Education Act 2002; www.legislation.gov.uk/ukpga/2002/32/section/29.

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| 20.1 | Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly. ²¹ | | | |
| 20.2 | It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school or by parents themselves. | | | |
| 20.3 | Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school. | | | |
| 20.4 | The school visits all potential lodgings, and interviews the adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there. The school can demonstrate that members of the host family aged over 16 are subject to a criminal records check, with a satisfactory outcome known before any pupil is placed. | | | |
| 20.5 | The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf. | | | |
| 20.6 | The school provides satisfactory written guidance to | | | |

²¹ School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or an organisation other than the school acting on the parent's behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians. This standard does not apply for school trips.

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| | host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils. | | | |
| 20.7 | At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints. | | | |