

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust*

**HANDBOOK FOR INSPECTION: SECTION 3(c) (i) [JCB2] REVISED**

Date of this document: 01 January 2015

## SCHOOL INFORMATION AND SELF EVALUATION FORM (SISEF)

This form will be used during s109(1) and (2) inspections of Focus Learning Trust schools conducted by the School Inspection Service (SIS).

Name of school:

Focus number:

DfE number:

Status:

Independent

Age range of pupils:

Number on roll (full-time pupils):

Boys:

Girls:

Total:

(part-time pupils):

Boys:

Girls:

Total:

Number of pupils with a statement of special educational need (SEN):

Boys:

Girls:

Total:

Address of school:

Telephone number:

Fax number:

Email address:

How many sites does the school occupy? If more than one, please include address/telephone details for all sites in the boxes above.

Name of Chief Executive Officer (CEO):

Contact details of CEO:

Work Tel:

Home Tel:

Name of Primary Manager (Primary Trustee):

Name of Senior Teacher (ST)/headteacher :

Name of Senior Teacher (Primary) - if different from above:

Proprietor:

Date and type of last inspection by SIS (e.g. s162A/ s109(1)&(2)/ monitoring inspection or monitoring visit):

 Where this symbol is shown, this information will need to be made available to inspectors during the inspection.

*A check list of all the documents and information required is given at the end of this form.*

## INFORMATION ABOUT THE PUPILS AT THE SCHOOL (all schools)

*NB: Please complete the number of bullet points throughout each section of this SISEF as appropriate to your school.*

	NC Year	Boys (FT)	Girls (FT)	Total
5 - 7 years old	KS1			
7 - 11 years old	KS2			
11 - 14 years old	KS3			
14 - 16 years old	KS4			
Students above compulsory school age (CSA)	KS5			
Number of pupils with statements of SEN				
Number of pupils identified by the school with SEN or learning difficulties and/ or disabilities but not stated				
Number of pupils for whom English is an additional language (EAL)				
Number of pupils deemed by the school to be able/ gifted/ talented (AG&T)				

Are there any pupils who are taught in classes not of their chronological age? If so, please give details below (i.e. number and gender of pupils and which year group(s))

**Special educational needs**

Main identified needs of pupils with SEN / learning disabilities and/ or difficulties are:

- 

Please outline the school's provision, or planned provision for AG&T pupils

- 

**!📄 Please make available during the inspection the following information about *each* pupil who has a statement of special educational need:**

*Name; date of birth; date of beginning of statement; date of admission to the school; funding authority/funding arrangements (if appropriate)*

**!📄 Please have available during the inspection information of the assessments/ individual education plans and details of learning support for each statemented pupil:**

**The school year and the school week**

Please provide the following information:

Term dates (inclusive and including half terms) over the next 12 months

- 

Other days when the school is closed during the next 12 months (e.g. training days)

- 

What is the total number of days in the school's year?

**What is the total teaching time per week for full time pupils at the school?**  
(this should **exclude** assemblies, break and lunch times)

	Hours	Mins
Key Stage 1		
Key Stage 2		
Key Stage 3		
Key Stage 4		
Key Stage 5		

**Is there any form of whole school assembly? If so, please give frequency and day of the week.**

- 

**Characteristics of the school**

**Please describe the school - its distinctive features, including a brief description of the school's aims.**

## **PART 1**

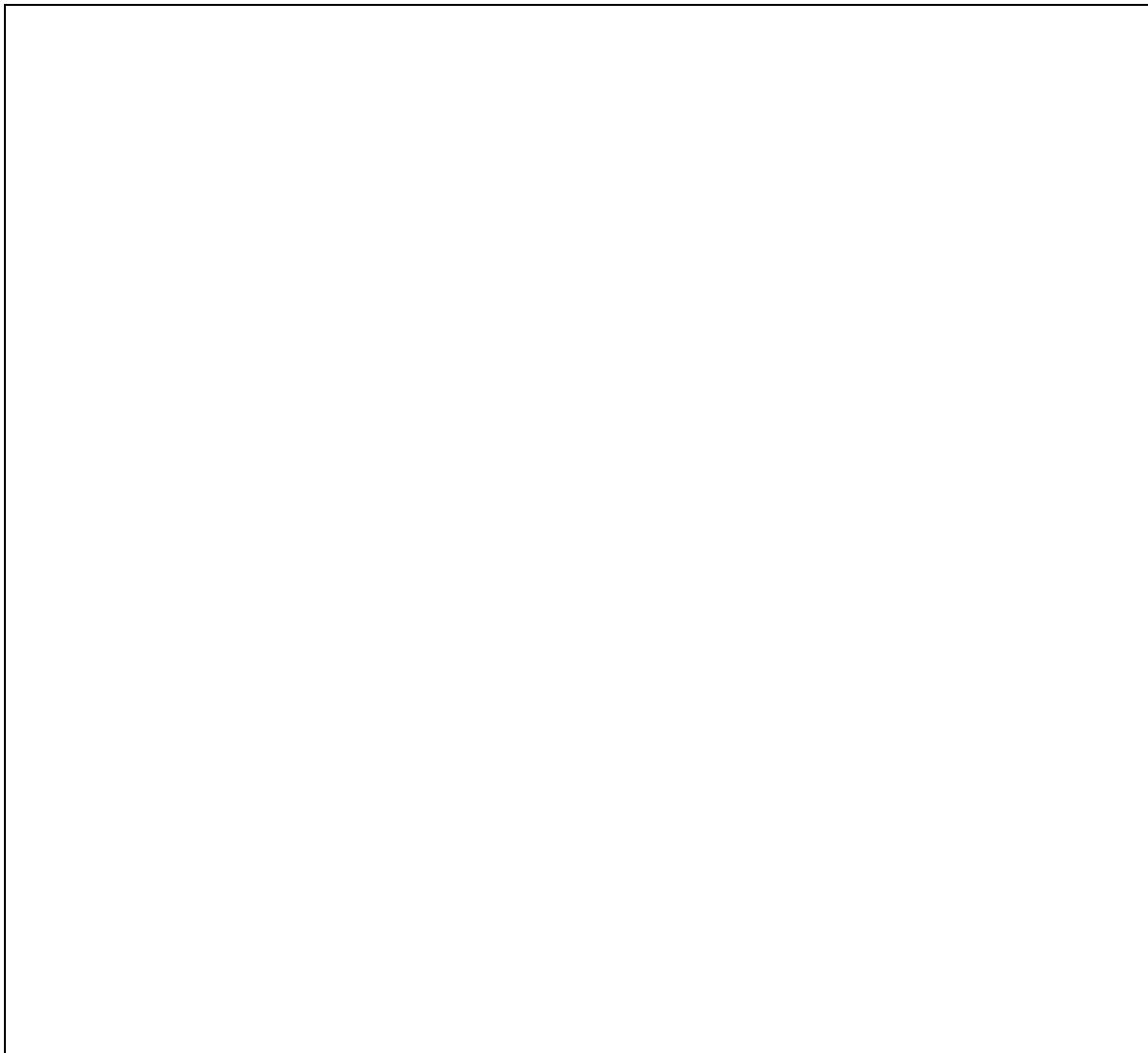
### **THE QUALITY OF EDUCATION PROVIDED**

#### **Standards 1 and 2**

##### **The curriculum**

Please describe the school's curriculum in the way you think best represents its breadth and balance between different components. Please indicate the subjects taught and the proportion of curriculum time allocated to each (e.g. as percentages). Include information about differences in the curriculum for different age groups/ key stages.

*This information can be presented in any form that is used by the school and attached to this document. It can be presented to inspectors during an inspection or described below.*



<b>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Comment - evidence*</b>
<b>1.</b>	<b>The standards about the quality of education provided at the school are those contained in this Part.</b>				
<b>2 – (1)</b>	<b>The standard in this paragraph is met if—</b>				
(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;				
(b)	the written policy, plans and schemes of work— (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (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)	For the purposes of paragraph (2)(1)(a), the matters are—				
(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;				
(b)	that pupils acquire speaking, listening, literacy and numeracy skills;				
(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;				
(d)	personal, social, health and economic education which— (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);				
(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;				
(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;				

(g)	where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;				
(h)	that all pupils have the opportunity to learn and make progress; and				
(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.				

***\*NB: A reminder that the evidence, for example, specific policies, reports, analyses and other documents will need to be made available to inspectors.***

**What curricular links, if any do you have with other schools or colleges?**

- 

**Please give details of regular extra-curricular activities:**

- 

**What are the strengths of the curriculum?**

- 

**What are your priorities for improvements and, where necessary, to meet the regulations fully?**

-

## Standards 3 and 4

### The quality of teaching and assessment

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
<b>3.</b>	<b>The standard in this paragraph is met if the proprietor ensures that the teaching at the school—</b>				
(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;				
(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;				
(c)	involves well planned lessons and effective teaching methods, activities and management of class time;				
(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;				
(e)	demonstrates good knowledge and understanding of the subject matter being taught;				
(f)	utilises effectively classroom resources of a good quality, quantity and range;				
(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;				
(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;				
(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				
(j)	does not discriminate against pupils contrary to Part 6 of the 2010 Act(a).				
<b>4.</b>	<b>The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.</b>				

**\*NB: A reminder that the evidence, for example, specific policies, planning, assessment records, analyses and other documents reports will need to be made available to inspectors**

**What are the strengths of the teaching and assessment?**

- 

**What are your priorities for improvements and, where necessary, to meet the regulations fully?**

-



## **Pupils' progress in learning**

**Please give an outline of pupils' attainment on entry to the school** (!) have available all the assessment data that is collected on individual pupils, for example, from feeder schools/ education at home)

- 

**Examination results and academic progress** (!) As relevant to your school, please have available for inspectors the following information for the three years preceding this inspection:

- results achieved in public examinations (e.g. GCSE, IGCSE, GNVQs, IB, AS level, A2 level);
- results achieved in National Curriculum assessments (e.g. KS1, KS2 & KS3 tests);
- results in any other accredited form of assessment (please specify).

**How do you assess/ track pupils' progress?**

- 

**What are the strengths of pupils' progress in your school?**

- 

**What are your priorities and plans for improvement and, where necessary, to meet the regulations fully?**

-

## PART 2

### Standard 5

#### Spiritual, moral, social and cultural development of pupils

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
<b>5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor -</b>					
(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;				
(b)	Ensures that principles are actively promoted which:-				
(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence;				
(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;				
(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;				
(iv)	enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England;				
(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;				
(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and				
(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;				
(c)	Precludes the promotion of partisan political views in the teaching of any subject in the school;				
(d)	Takes such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils:-				
(i)	while they are in attendance at the school;				
(ii)	while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or				
(iii)	in the promotion of the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,				
	they are offered a balanced presentation of opposing views.				

***\*NB: A reminder that the evidence, for example, specific policies, planning and other documents will need to be made available to inspectors.***

**What are the strengths of pupils' overall personal development?**

- 

**What are your priorities for improvements and, where necessary, to meet the regulations fully?**

- 

**How much do pupils enjoy their education? (Take account of their attitudes, attendance and behaviour)**

- 

**How well are pupils prepared for their future economic well-being? (Take account of the development of skills which contribute to social and economic well-being; and, where appropriate, work place skills)**

- 

**How do pupils make a positive contribution to the school and the wider community?**

- 

**Is there a School Council? YES/NO** If YES, please give brief details, including the age groups involved:

-

## PART 3

### Standards 6 to 16

#### Welfare, health and safety of the pupils

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
6.	<b>The standards about the welfare, health and safety of pupils at the school are those contained in this Part.</b>				
7.	<b>The standard in this paragraph is met if the proprietor ensures that—</b>				
(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and				
(b)	such arrangements have regard to any guidance issued by the Secretary of State.				
8.	<b>Where section 87(1) of the 1989 Act(a) applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—</b>				
(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and				
(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.				
9.	<b>The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—</b>				
(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;				
(b)	the policy is implemented effectively; and				
(c)	a record is kept of the sanctions imposed upon pupils for serious misbehaviour.				
10.	<b>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.</b>				
11.	<b>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.</b>				
12.	<b>The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005(b).</b>				
13.	<b>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.</b>				
14.	<b>The standard in this paragraph is met if the proprietor</b>				

	ensures that pupils are properly supervised through the appropriate deployment of school staff.				
15.	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006(c).				
16.	The standard in this paragraph is met if the proprietor ensures that—				
(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				
(b)	appropriate action is taken to reduce risks that are identified.				

***\*NB: A reminder that the evidence, for example, specific policies, planning, records and other documents will need to be made available to inspectors***

What are the strengths of welfare, health and safety provision?

- 

What are your priorities for improvements and, where necessary, to meet the regulations fully?

- 

To what extent do pupils adopt healthy lifestyles?

- 

To what extent do pupils adopt safe practices?

- 

Who is/are the designated person(s) for safeguarding children? Please give the date of their latest training (and provider/ level).

- 

#### **Admissions and attendance of pupils of compulsory school age**

Attendance in the last academic year: (%)	
Authorised absence in the last academic year: (%)	
Unauthorised absence in the last academic year: (%)	

 ***Please have the admission register and attendance registers available for inspectors.***

#### **Exclusions of pupils of compulsory school age**

Please indicate the number of fixed term and permanent exclusions during the last 12 months:

	Boys	Girls	Total number of pupils
Fixed term			
Permanent			

## PART 4

### Standards 17 to 21

#### Suitability of staff, supply staff and proprietors

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment - evidence' column.</i>		Yes	No	N/A	Comment evidence*
<b>17. The standards about the suitability of staff, supply staff, and proprietors are those contained in this Part.</b>					
<b>18. – (1)</b>	<b>The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff, together with the requirements of SCSRE for volunteers.</b>				
(2)	The standard in this paragraph is met if—				
(a)	no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;				
(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;				
(c)	the proprietor carries out appropriate checks to confirm in respect of each such person—				
(i)	the person's identity;				
(ii)	the person's medical fitness;				
(iii)	the person's right to work in the United Kingdom; and				
(iv)	where appropriate, the person's qualifications;				
(d)	the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;				
(e)	in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and				
(f)	in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks 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, is complied with,				
	and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.				
(3)	The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.				
(4)	<p>The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ("M") has worked in—</p> <ul style="list-style-type: none"> <li>(a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;</li> <li>(b) a maintained school in England in a position to which M was appointed on or after 12th May 2006 and which did not bring M regularly into contact with children or young persons; or</li> <li>(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons,</li> </ul> <p>during a period which ended not more than three months before M's appointment.</p>				
<b>19.- (1)</b>	<b>This paragraph relates to the suitability of supply staff at the school.</b>				
(2)	The standard in this paragraph is met if—				
(a)	<p>a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received—</p> <ul style="list-style-type: none"> <li>i. written notification from the employment business in relation to that person— <ul style="list-style-type: none"> <li>(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;</li> <li>(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and</li> <li>(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and</li> </ul> </li> <li>ii. a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;</li> </ul>				
(b)	a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;				
(c)	before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);				

(d)	<p>the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—</p> <ul style="list-style-type: none"> <li>i. the notification referred to in paragraph (a)(i); and</li> <li>ii. a copy of any enhanced criminal record certificate which the employment business obtains,</li> </ul> <p>in respect of any person whom the employment business supplies to the school; and</p>			
(3)	<p>Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.</p>			
(4)	<p>This sub-paragraph applies to a person (“P”) who has worked in—</p> <ul style="list-style-type: none"> <li>(a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons;</li> <li>(b) a maintained school in England in a position to which P was appointed on or after 12th May 2006 and which did not bring P regularly into contact with children or young persons; or</li> <li>(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons,</li> </ul> <p>during a period which ended not more than three months before P is due to begin work at the school.</p>			
20. – (1)	<p><b>The standard in this paragraph relates to the suitability of the proprietor of the school.</b></p>			
20. –(2)	<p>Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual.</p>			
(3)	<p>The standard in this paragraph is met if—</p> <ul style="list-style-type: none"> <li>(a) the individual— <ul style="list-style-type: none"> <li>(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 to that Act; and</li> <li>(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; and</li> </ul> </li> <li>(b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor— <ul style="list-style-type: none"> <li>(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;</li> <li>(ii) checks confirming the individual’s identity and their right to work in the United Kingdom; and</li> <li>(iii) in the case of an individual for whom, by reason of that individual</li> </ul> </li> </ul>			



	<p>living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p> <p>and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.</p>			
(4)	<p>Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.</p>			
(5)	<p>The standard in this paragraph is met in relation to an individual who is the Chair of the school if—</p> <p>(a) the individual—</p> <p>(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 to that Act; and</p> <p>(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; and</p> <p>(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—</p> <p>(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;</p> <p>(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and</p> <p>(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;</p> <p>and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.</p>			
(6)	<p>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—</p> <p>(a) MB—</p> <p>(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 to that Act; and</p> <p>(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;</p> <p>(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—</p> <p>(i) where relevant to the individual, an enhanced criminal record check;</p>			

	<p>(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and</p> <p>(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;</p> <p>and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and</p> <p>(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.</p>			
(7)	<p>In a case where—</p> <p>(a) the suitability of the proprietor is being considered in response to an application by the governing body of a maintained school to enter the school on the register, and</p> <p>(b) the local authority maintaining the school has made one or more of the checks referred to in sub-paragraph (5)(b) or (6)(b) in relation to the Chair of the school or MB,</p> <p>sub-paragraph (5)(b) or (6)(b) (as the case may be) is treated as complied with so far as relating to that check.</p>			
(8)	<p>In the case of a registered school—</p> <p>(a) sub-paragraph (5)(b) is met where the checks referred to in that sub-paragraph are completed before or as soon as practicable after the Chair of the school starts acting as such;</p> <p>(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts acting as a member of the body of persons corporate or unincorporate named in the register as the proprietor of the school; and</p> <p>(c) sub-paragraph (6)(c) is met where the enhanced criminal record check is made as soon as practicable after the Secretary of State's request.</p>			
(9)	<p>In this paragraph a reference to the Chair of the school is a reference to an individual who is the Chair 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 and includes a reference to a similar officer.</p>			
<b>SCSRE</b>	<b>Has the school carried out a CRB check?</b>			
<b>SCSRE</b>	<b>Has the school taken up any references?</b>			
<b>SCSRE</b>	<b>Has the school checked that other members of the school community have no objection to the subject becoming a volunteer?</b>			
<b>SCSRE</b>	<b>Has the school conducted an informal interview to confirm an appropriate attitude and suitability for the volunteer post?</b>			

21-(1)	<p><b>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.</b></p>			
(2)	<p>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.</p>			
(3)	<p>The information referred to in this sub-paragraph is—</p> <ul style="list-style-type: none"> <li>(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether— <ul style="list-style-type: none"> <li>(i) S’s identity was checked;</li> <li>(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;</li> <li>(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;</li> <li>(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;</li> <li>(v) an enhanced criminal record certificate was obtained in respect of S;</li> <li>(vi) checks were made pursuant to paragraph 18(2)(d);</li> <li>(vii) a check of S’s right to work in the United Kingdom was made; and</li> <li>(viii) checks were made pursuant to paragraph 18(2)(e),</li> </ul> </li> </ul> <p>including the date on which each such check was completed or the certificate obtained; and</p> <ul style="list-style-type: none"> <li>(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.</li> </ul>			
(4)	<p>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.</p>			
(5)	<p>The information referred to in this sub-paragraph is, in relation to supply staff—</p> <ul style="list-style-type: none"> <li>(a) whether written notification has been received from the employment business that— <ul style="list-style-type: none"> <li>(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and</li> <li>(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,</li> </ul> </li> </ul> <p>together with the date the written notification that each such check was made, or certificate obtained, was received;</p> <ul style="list-style-type: none"> <li>(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and</li> </ul>			

	(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.			
(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.			
(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—  (a) whether each check referred to in sub-paragraph (6) was made; and  (b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.			
(8)	It is immaterial for the purposes of sub-paragraphs (3), (4), (5)(a) and (b), (6) and (7) whether the check was made or certificate obtained pursuant to a legal obligation.			

## Other legislation

<b>Inspectors must check whether the correct procedure has been followed where safeguarding concerns have been raised about a member of staff.</b>				
SCSRE	Since the last inspection, has there been any member of staff who has been disciplined, dismissed, currently under investigation or left prior to the end of an investigation on a matter related to the safeguarding of children?			
SCSRE	If so, was a notification made by the school to the DfE and, from October 2009, to the Independent Safeguarding Authority?			
SCSRE	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?			

**\* !📄 Please have available for inspectors a copy of the single central record (SCR) / register of checks made on staff (Safeguarding Children and Safer Recruitment in Education - 2007) and any other relevant documentation.**

## **Staffing**

<b>Numbers of staff</b>	<b>Full-time</b>	<b>Part-time</b>
Teachers, including the ST in Focus schools:		
- qualified teachers		
- unqualified teachers		
- teaching assistants/ learning support assistants		
- administrative staff		
Number of teachers that have left within the last 12 months		
Any other volunteers not mentioned in categories above		

 **Please have available for the inspectors a table (example given in Appendix 1) to show the following details for every member of staff:**

Name

Qualifications (indicate recognised qualified teacher status) and subject specialism

Date appointed to the school

Whether full-time or part-time (if part-time, the number of hours worked)

Job title and responsibility (if any)

## PART 5


### Standards 22 to 31

#### Premises and accommodation at schools

22. The standards about the premises of and accommodation at the school are those contained in this Part.		Yes	No	N/A	Comment - evidence*
23 - (1)	<b>Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—</b>				
(a)	suitable toilet and washing facilities are provided for the sole use of pupils;				
(b)	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 use by one pupil at a time; and				
(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.				
(2)	Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.				
24 – (1)	<b>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—</b>				
(a)	accommodation for the medical examination and treatment of pupils;				
(b)	accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and				
(c)	where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.				
(2)	The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).				
(3)	For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.				
25	<b>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.</b>				

26	<b>The standard in this paragraph is met if the proprietor ensures 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 therein.</b>				
27	<b>The standard in this paragraph is met if the proprietor ensures that—</b>				
(a)	the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and				
(b)	external lighting is provided in order to ensure that people can safely enter and leave the school premises.				
28 – (1)	<b>The standard in this paragraph is met if the proprietor ensures that—</b>				
(a)	suitable drinking water facilities are provided				
(b)	toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;				
(c)	cold water supplies that are suitable for drinking are clearly marked as such; and				
(d)	the temperature of hot water at the point of use does not pose a scalding risk to users.				
(2)	The facilities provided under sub-paragraph (1)(a) will be suitable only if— (a) they are readily accessible at all times when the premises are in use; and (b) they are in a separate area from the toilet facilities.				
29.— (1)	<b>The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—</b>				
(a)	physical education to be provided to pupils in accordance with the school curriculum; and				
(b)	pupils to play outside.				
(2)	Sub-paragraph (1) does not apply in relation to an alternative provision Academy.				
30.	<b>The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had 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.</b>				
31.	For the purposes of this Part— (a) “physical education” includes the playing of games; (b) any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and				

	(c) a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.				
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 Please have available for the inspectors a simple plan of the school buildings, including what the rooms are used for.

Are the school’s premises used for any other purposes? YES/NO (if so, please give brief details

- 

Please indicate any specialist teaching rooms:

	Tick ✓		Tick ✓
Science		PE	
ICT		Library	
D&T		Hall	
Art		Others (specify)	
Music			

Is there a paved recreational area? YES/NO (Please delete as appropriate)

Is there a grassed recreational area? YES/NO (Please delete as appropriate)



## PART 6

### Standard 32

#### Provision of information


<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment - evidence' column.</i>		Yes	No	N/A	Comment - evidence*
<b>32.—(1)</b>	<b>The standard about the provision of information by the school is met if the proprietor ensures that—</b>				
(a)	the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector(a), the Secretary of State or an independent inspectorate(b);				
(b)	the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;				
(c)	particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;				
(d)	following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;				
(e)	following an inspection under section 87(1) of the 1989 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each boarder;				
(f)	an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;				
(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;				

(h)	where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006(a)) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;				
(i)	where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and				
(j)	particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.				
(2)	The information specified in this sub-paragraph is—				
(a)	the school's address and telephone number and the name of the head teacher;				
(b)	either—  (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or  (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;				
(c)	where there is a governing body, the name and address for correspondence of its Chair; and				
(d)	a statement of the school's ethos (including any religious ethos) and aims.				
(3)	The information specified in this sub-paragraph is—				
(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;				
(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;				
(c)	particulars of the policy referred to in paragraph 2;				
(d)	particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;				
(e)	particulars of the school's academic performance during the preceding school year, including the results of any public examinations;				
(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				

(g)	a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.				
(4)	The action specified in this sub-paragraph is—				
(a)	any decision of the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119, or 123 of the 2008 Act;				
(b)	any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; and				
(c)	any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.				
(5)	For the purposes of sub-paragraph (4)(b), “relevant restriction” has the meaning given in section 117(1) of the 2008 Act.				

**What arrangements do you make for providing information about the school or the pupils' progress to parents, e.g. parents' meetings, newsletters, publication of minutes of Trustees' meetings or an annual Trustees' report?\***

- 

 \* Please have examples of these documents available.

 Please provide a copy of the school's current prospectus, if available, for the inspectors.

 Inspectors will ask to see samples of the report(s) sent to parents about their children's progress. Please ensure that copies are available.


## PART 7

### Standard 33

#### Manner in which complaints are handled

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment- evidence' column.</i>		Yes	No	N/A	Comment - evidence*
33.	<b>The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—</b>				
(a)	is in writing;				
(b)	is made available to parents of pupils;				
(c)	sets out clear time scales for the management of a complaint;				
(d)	allows for a complaint to be made and considered initially on an informal basis;				
(e)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;				
(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;				
(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;				
(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish; allows for a parent to attend and be accompanied at a panel hearing if they wish;				
(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is— <ul style="list-style-type: none"> <li>(i) provided to the complainant and, where relevant, the person complained about; and</li> <li>(ii) available for inspection on the school premises by the proprietor and the head teacher;</li> </ul>				

(j)	<p>provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—</p> <ul style="list-style-type: none"> <li>(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and</li> <li>(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and</li> </ul>				
(k)	<p>provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.</p>				

 **Please have available a copy of the school’s policy for handling complaints and make it available to inspectors, together with the records you keep of any complaints.**

**How many formal complaints have been recorded in the past 12 months (in accordance with your school’s complaints policy)?**

## PART 8

### Standard 34

#### Quality of leadership in and management of schools

<i>Please indicate your compliance with each of the regulations and indicate the evidence available in 'Comment-evidence' column.</i>		Yes	No	N/A	Comment - evidence*
34.—(1)	<b>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—</b>				
(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;				
(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and				
(c)	actively promote the well-being of pupils.				
(2)	For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004(a).				

## SECTION C

### Focus Learning Trust Schools

This section is not part of the s109 (1) and (2) regulations, nor part of the inspection requirements. However, there will be a short section in the written report under the heading:

**‘SECTION C: THE QUALITY OF ORGANISATION AND MAINTENANCE OF ETHOS**

*This section is not a requirement of the Education and Skills Act 2008. The Lay Inspector evaluated both the school ethos and the Trustees’ stewardship of resources and produced an internal report for the Focus Learning Trust, which is summarised below.’*

The following questions will be asked by the Lay Inspector of FLT. They are included here as part of the school’s self-evaluation but are not part of the s109 (1) and (2) inspection regulatory requirement.

#### 1) The Board of Trustees

- i. Does the Board of Trustees have clearly defined objectives and strategies?
  -
- ii. Does it monitor and review its activities?
  -

#### 2) School Management

- i. Describe the management structure and how it functions.
  -
- ii. Does the management support positive working relationships with all staff?
  -

#### 3) Regard for the Focus aims, ethos and pastoral care?

- i. How does the school uphold the Focus ethos in all areas?
  -
- ii. How does the school provide structured provision of pastoral care for pupils?
  -
- iii. Is there successful behaviour management in the school?
  -

#### 4) School Organisation

- i. Are effective recruitment procedures in place?
  -

ii. Are there systems to ensure effective management and disciplinary procedures (staff and pupils)?

- 

iii. Does the school have structured and effective communication methods between all parties?

- 


iv. Are organised systems in place for all records and record-keeping?

- 


**Thank you for completing this form.**



## DOCUMENTS – CHECKLIST

 Please make sure that, at the start of the inspection, inspectors have access to the following:

- the daily attendance registers;
- the admission register;
- for each class, a list of pupils with their names and national curriculum year groups;
- records of pupils' attainment and progress (see Standard 1 e.g. test/ exams results);
- for pupils with special educational needs:
  - statements of SEN;
  - annual reviews;
  - individual education plans;
- curriculum plans, timetables and schemes of work for all subjects;
- records of any accidents or incidents that have taken place in the school;
- records of any fire drills held;
- any risk assessments undertaken;
- reports and other documentation relating to visits by the Fire Officer;
- records of checks made on staff for suitability – see Part 4 above;
- all school policy documents (e.g. child protection, behaviour) see Part 3 above ;
- a copy of the school's policy for handling complaints and make available to inspectors the records you keep of any complaints;
- examples of pupils' reports to parents.

 In addition, the following information and documents have been mentioned throughout this form and are NOT included in the list above:

### Part 5

- A simple plan of the school buildings, including what the rooms are used for.

### Part 6

- Details of account for placement by local authorities of statemented pupils, if applicable.
- Parents' meetings, newsletters, minutes of Trustees' meetings or an annual Trustees' report.





**Details of teacher assistants (or learning support assistants)**

<b>Name (first name, surname)</b>	<b>Title</b>	<b>Relevant qualifications</b>	<b>Hours per week</b>	<b>Job title</b>	<b>Assigned responsibilities</b>

**Details of trustees and posts held:**