

We acknowledge with gratitude the recent Progress Monitoring Inspection report as we seek to restore our school's good name. It is now one year on from the harrowing experience we suffered during the Ofsted inspection during late June 2022. We have spent the year challenging the injustice, misconduct and misreporting through an Ofsted complaints process that used only an internal review of our complaint.

Despite the clear evidence we provided, it is a sad reflection of a closed-door system that our voice was disregarded. Our complaint is currently with the Ombudsman and we await the outcome.

Our experience has been echoed by thousands of schools and school professionals across the country. With the tragic death of Ruth Perry, there began an outcry against the conduct, flawed judgements and the damage to schools and morale caused by punishing Ofsted inspections. In response, the government has now launched an inquiry into Ofsted's practices. The inquiry is open to parents, schools and those linked to schools until 20 July 2023:

<https://committees.parliament.uk/call-for-evidence/3166>

The report below is the result of an unannounced Progress Monitoring Inspection. As a school staff, still suffering from the distress of the previous Ofsted visit, we valued the inspectors' sensitive approach and their relevant background suited to our setting.

Much of what they saw and evaluated was already in place at the previous June 22 inspection. The key difference in reporting was in their open approach and conduct. The inspectors listened, respected our pupils and staff, and our views were regarded and considered rather than dismissed or barred by use of hand gestures.

It is a sad reflection on the current Ofsted reporting process, that schools are still unfairly sanctioned when an updated, highly positive report is published. It means that unfair or untrue points and opinions from the disputed report are republished as the reason behind the updated findings. Those points are not factual or true; they form part of our complaint still under investigation. Despite a favourable report the current system leaves a previous grading unchanged. This arguably undermines success and the report's value. The need for reform and change is rightly evidenced by the groundswell of feeling across our country's schools.

However, we continue to hope for justice and are pleased to see something of our truth in this recent report. Our ethos is embedded in the care and the commitment to gaining the very best outcomes for our pupils. The curriculum and pastoral oversight evolve from placing our pupils' needs at the heart of what we do. Until the most recent of the Ofsted changes, our practice has been seen as outstanding.

We are indebted to all our parents and families whose support has been a great encouragement. Together we have sought a true reflection of the school in our challenge to Ofsted that is now with the Ombudsman. We pray that this report and the wider inquiry is a start towards righting the wrong.

Colin and Sionah Lannen: Directors

Gill Makinson: Headteacher

# Red Rose School

28–30 North Promenade, St Annes on Sea, Lytham St Annes, Lancashire FY8 2NQ

**Inspection date**

11 May 2023

**Overall outcome**

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

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)(b)(ii), 2(2)(g), 2(2)(h), 2(2)(i), 3(a), 3(b), 3(c), 3(e), 3(g), 4*

- These independent school standards (the standards) were identified as unmet at the previous standard inspection in June 2022. At the time, inspectors found shortfalls in the design and organisation of the curriculum. Teachers were unclear about what to teach because leaders had not identified the key subject knowledge that pupils needed to be taught. In addition, teachers' knowledge of some subjects was not secure. As a result, pupils did not achieve well.
- Prior to this inspection, the proprietor failed to submit an action plan to the Department for Education (DfE) that should have set out how leaders intended to meet the unmet standards in the different parts of the standards. However, despite this, leaders have taken a range of actions to address many, but not all, of the previous weaknesses identified.
- Leaders have strengthened the organisation and delivery of the curriculum. This has included identifying and setting out the precise knowledge that pupils are expected to learn. This work has been supported by a new staff appointment to assist with the curriculum development work. Teachers have also benefited from professional development to improve their knowledge and practice.
- Teachers consider the specific needs of pupils when designing sequences of learning. Pupils' programmes of work are carefully matched to an individual pupil's education, health and care (EHC) plan. During lessons, staff keep close checks on pupils' learning, and intervene where necessary, to enable pupils to learn and to make progress.
- Staff have designed a suitable programme of study for post-16 students. This builds on their knowledge and skills from the end of key stage 4 and addresses previous gaps in learning. Leaders provide college visits for students, in addition to wider experiences within the community. Leaders have put in place effective transition arrangements for students to help with a smooth move from school to college.
- The standards in this part are now met.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(2)*

- At the time of the June 2022 standard inspection, inspectors found weaknesses in the personal development programme provided to pupils, particularly in relation to their relationships and sex education (RSE). Consequently, pupils were not as well prepared for adulthood as they should have been.
- Leaders ensure that pupils are taught RSE content, relevant to their age and understanding. The programme is now organised in a way that enables pupils to build their knowledge progressively. Pupils learn about healthy relationships and sexual health topics, including contraception. Leaders have implemented a BTEC qualification for personal, social and health education, so that pupils can receive external validation for their work.
- Leaders have consulted with parents and carers on the RSE programme and informed them of their right to withdraw their children from lessons.
- The standards in this part are now met.

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 3, 3(d)*

- At the previous inspection, inspectors found that leaders lacked ambition and did not have high enough expectations of pupils. Key stage 4 pupils, and students in the sixth form, had access to a narrow range of subjects and qualifications. In addition, secondary pupils were not receiving a planned programme of careers advice to enable them to make informed choices about their futures.
- Leaders ensure that some careers guidance is available for older secondary pupils, including opportunities for work experience. However, the programme does not adequately meet the needs of all secondary pupils. Leaders have not put in place a structured careers programme that enables pupils to build their knowledge of a range of careers. Pupils' understanding of the different routes that they might take into the world of work is more limited than it should be.
- Leaders' changes to the curriculum, while many of these are positive, have not gone far enough to meet the needs of all pupils. The curriculum offers the seven key areas of experience as defined by the standards. However, older pupils who are more able do not have the opportunity to study some subjects to a greater level of depth. Leaders have started to expand pupils' access to a broader range of subjects since the previous inspection.
- The standards in this part remain unmet.

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

*Paragraphs 7, 7(a), 7(b), 11, 12, 13, 15, 16, 16(a), 16(b)*

- This standard was judged as unmet at the school's standard inspection in June 2022. Inspectors found that leaders had not ensured that there were appropriate welfare, health and safety arrangements in place to keep pupils safe from harm. In addition, leaders had not taken sufficient steps to reduce risks to pupils.
- Leaders have addressed the previously identified weaknesses in safeguarding. The school's safeguarding policy, which is published on the school's website, is

comprehensive and contains all the necessary appropriate content. The policy takes into account the latest government guidance.

- Staff implement the school’s safeguarding policy effectively. They are vigilant, report any emerging concerns quickly and take prompt action to keep pupils safe. Leaders understand the additional vulnerabilities that pupils with special educational needs and/or disabilities (SEND) may be exposed to and they take appropriate steps to mitigate risk. Staff teach pupils about how to keep themselves safe through planned curriculum experiences. This includes online safety.
- All safer recruitment checks for staff are in place and they are recorded accurately on the school’s single central record. Leaders maintain effective oversight of this document and keep it updated.
- Leaders have a suitable health and safety policy in place that is implemented effectively. The policy includes helpful guidance, including when it is necessary to report significant accidents to the Health and Safety Executive. Appropriate risk assessments are in place and leaders have addressed the previous issues with fire safety. The fire risk assessment is up to date and there is adequate fire-fighting equipment.
- Staff monitor pupils’ attendance carefully and follow up any absence. They record attendance accurately in class registers, using the correct attendance codes. Leaders ensure that the admissions register contains all the required information.
- The standards in this part are now met.

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

*Paragraphs 18(2), 18(2)(b), 18(2)(d), 20(6), 20(6)(a), 20(6)(a)(ii), 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(a)(v), 21(3)(a)(vi), 21(4), 21(6), 21(7), 21(7)(a)*

- At the standard inspection, it was found that leaders had not carried out all the required pre-employment checks to assure themselves that staff were suitable to work with children.
- Leaders have ensured that all required pre-employment checks, including section 128 checks, have been carried out. This information is accurately recorded on an electronic single central record. Leaders have also ensured that checks on members of the proprietor body have been completed.
- The standards in this part are now met.

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

*Paragraphs 23(1), 23(1)(a), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 28(1), 28(1)(b), 28(1)(c)*

- At the standard inspection, it was found that the proprietor and headteacher had not ensured that the school’s premises provided suitable and safe accommodation for pupils. Showers were inaccessible and not all toilets were in good working order. In addition, leaders’ checks on first-aid resources had lapsed and the premises were not well maintained.
- Leaders have taken action to remedy the previously identified premises and medical room issues. There are now fully operational toilets and washing facilities for pupils. Drinking water is labelled appropriately. The showers are accessible for pupils to use.

- A programme of building maintenance is underway, although elements of this have been delayed due to the long-lasting effects of the COVID-19 pandemic. There have been several repairs since the previous inspection, addressing the previous health and safety concerns. However, the décor looks tired in parts of the building. Leaders said that further building maintenance work is planned to take place over the summer holidays.
- The school has two suitable first-aid rooms, containing sinks, and which are nearby to a toilet. There are appropriately stocked first-aid kits. The rooms are used for alternative means, although can be vacated quickly when needed to accommodate a pupil who is ill or who requires first aid. These rooms are not used for teaching.
- The standards in this part are now met.

#### Part 6. Provision of information

*Paragraph 32(1), 32(1)(b), 32(1)(c), 32(1)(g), 32(1)(h), 32(3), 32(3)(c), 32(3)(d), 32(3)(f)*

- At the time of the previous inspection in June 2022, leaders had not ensured that they had provided all the information as required by the standards. Some key policies were not in place. In addition, the proprietor did not provide an annual account of income received, and expenditure incurred, in relation to pupils funded by local authorities.
- Leaders have ensured that all required information, as specified by the standards, is made available to parents and inspectors. This includes a curriculum policy, as well as policies relating to anti-bullying and risk assessment. These policies are readily available and easy to locate on the school's website.
- The standards in this part are now met.

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

*Paragraph 34(1)(c)*

- At the previous inspection in June 2022, this standard was judged as unmet. Inspectors had identified several weaknesses that negatively impacted on pupils' well-being, including failings related to safeguarding.
- Leaders have taken action to remedy safeguarding weaknesses and address the curriculum deficiencies relating to pupils' personal development. Staff show care and respect for the pupils and students in their charge. They take careful account of their sensory needs to try to reduce levels of anxiety. Promoting pupils' positive well-being is now central to the school's work.
- The standard in this part is now met.

*Paragraph 34(1), 34(1)(a), 34(1)(b)*

- At the last inspection, the proprietor had not taken sufficient action to ensure that all the independent school standards were met. Shortfalls were identified in relation to the school's curriculum, the education that pupils experienced, safeguarding, the condition of the premises and the provision of information to parents.
- Until very recently, the headteacher had not developed a suitable action plan to address the previously identified weaknesses in the school's provision. The new action plan addresses most of the previously unmet standards, although at the time of the inspection, the proprietor had not yet formally adopted this plan.

- Leaders have taken a number of steps to bring about improvements to the school, including the appointment of appropriately qualified staff to support with the development of the curriculum. Leaders have also taken decisive action where staff were not performing well. Staff have embraced the changes to the curriculum, including how it is taught and assessed. This has led to teachers' improved practice and pupils learning more successfully.
- However, despite these improvements, there are still a few aspects of the school's work that leaders have not adequately addressed. This includes the structured provision of careers education, the breadth of the curriculum at key stage 4, and meeting the needs of the most able pupils. Therefore, several of the previously unmet standards continue to be unmet.
- Leaders have assessed themselves against the standards. However, leaders' quality assurance measures are heavily reliant on the EHC plan annual review process and outcomes from local authority monitoring visits. Other than this, leaders have sought little external advice to get an independent view of the school's performance. In addition, the current leadership structure is such that capacity is somewhat limited.
- The standards in this part remain unmet.

## **Compliance with regulatory requirements**

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

## School details

Unique reference number	131163
DfE registration number	888/6032
Inspection number	10290799

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

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	5 to 17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	40
Of which, number on roll in sixth form	3
Number of part-time pupils	None
Proprietor	Colin Lannen
Headteacher	Gill Makinson
Annual fees (day pupils)	£19,698 to £32,790
Telephone number	01253 720570
Website	<a href="http://www.redroseschool.co.uk">www.redroseschool.co.uk</a>
Email address	<a href="mailto:office@redroseschool.co.uk">office@redroseschool.co.uk</a>
Date of previous standard inspection	21 to 23 June 2022

## Information about this school

- Almost all pupils attending the school have an EHC plan. Most pupils have identified specific learning difficulties. The school also caters for pupils who have dyslexia, dyspraxia and autism spectrum disorder.
- The school's previous standard inspection was from 21 to 23 June 2022.
- Leaders do not use any alternative provision.
- There are no key stage 1 pupils on roll at the school currently.

- The school is located at 28–30 North Promenade, St Annes on Sea, Lytham St Annes, Lancashire FY8 2NQ.



## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and the other requirements that it was judged not to comply with at its previous inspection.
- This was the second inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- This was the first progress monitoring inspection since the standard inspection in June 2022. It was conducted without notice.
- Inspectors met with the headteacher and staff. They reviewed a range of school documentation, including schemes of work, policies, admission and attendance registers and risk assessments.
- Inspectors visited lessons and looked at pupils' work.
- Inspectors spoke alone with several groups of pupils about their learning, experiences of school and keeping safe.
- The lead inspector met with the school's proprietor.
- One inspector conducted a tour of the premises.

## Inspection team

Tim Hill, lead inspector

His Majesty's Inspector

Melanie Callaghan-Lewis

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

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

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
    - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
      - 2(2)(e)(i) is presented in an impartial manner
      - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
      - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

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

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

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

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

- 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs
- 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

- 2A(1) The standard in this paragraph is met if the proprietor–
  - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
  - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
  - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e).
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught
  - 3(g) demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place.

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

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

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
- 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[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if–
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
  - 18(2)(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.
- 20(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
  - 20(6)(a) MB–
    - 20(6)(a)(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.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–

- 21(3)(s) in relation to each member of staff (“S”) appointed on or after 1<sup>st</sup> May 2007, whether–
- 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction
- 21(3)(a)(v) an enhanced criminal record certificate was obtained in respect of S
- 21(3)(a)(vi) checks were made pursuant to paragraph 18(2)(d).
- 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.
- 21(6) The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007–
  - 21(7)(a) whether each check referred to in sub-paragraph (6) was made.

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

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
  - 23(1)(a) suitable toilet and washing facilities are provided for the sole use of pupils
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
  - 24(1)(a) accommodation for the medical examination and treatment of pupils
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(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).

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
  - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water
  - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

## **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
  - 32(1)(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
  - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers
  - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.
- 32(3) The information specified in this sub-paragraph is–
  - 32(3)(c) particulars of the policy referred to in paragraph 2
  - 32(3)(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13
  - 32(3)(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year.

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

- 34(1)(c) actively promote the well-being of pupils.

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