

**SCHOOL INFORMATION AND SELF-EVALUATION FORM**

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| --- | --- | --- |
| Version | Date | Author |
| 1 | August 2011 | Paul Pillai |
| 2 | August 2013 | Paul Pillai |
| 3 | September 2015 | Paul Pillai |
|  |  |  |

**Information about the school**

|  |  |
| --- | --- |
| Name of school | The Montessori Place |
| DfE number | 846/6018 |
| Date school opened | September 2011 |
| Address | The Montessori Place  45 Cromwell Road,  Hove  BN3 3ER |
| Number of sites | One. |
| Telephone number | 01273 773 764 |
| Email address | info@themontessoriplace.org.uk |
| Web site address | www.themontessoriplace.org.uk |
| Head teacher | Robert William Gueterbock |
| Proprietors | Robert William Gueterbock  Karen Elizabeth Pearce  Brojo Paul Joseph Pillai |
| Age range of pupils | Registered: Age 1-12  Current: Age 1-12 |
| Total number of pupils across the school’s full age range | Registered maximum: 70  Current: 65 |
| Number of boarders, if applicable | N/A |
| Dates of last inspection | 2-3 May 2012 (Full School inspection)  17 June 2013 (Early Years inspection) |

**Information about pupil enrolment**

We group children by psychological stage rather than age, which means we have three communities, in three “classrooms”:

* Children aged from just over 1 year to just under 3 years (This group is called the Infant Community)
* Children aged from just under 3 years to just over 6 years (This group is called the Children’s House)
* Children aged from just over 6 years to just over 11 years (This group is called the Elementary)

Enrolment figures for each (mixed-age) community as at the start of the 2015/2016 academic year are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Boys** | **Girls** | **Total** |
| **Infant Community** |  |  |  |
| Age 1-2 | 0 | 3 | 3 |
| Age 2-3 | 4 | 3 | 7 |
| Total | 4 | 6 | 10 |
|  |  |  |  |
| **Children’s House** |  |  |  |
| Age 3-4 |  |  |  |
| Age 4-5 |  |  |  |
| Age 5-6 |  |  |  |
| Total |  |  |  |
|  |  |  |  |
| **Elementary** |  |  |  |
| Age 6-7 |  |  |  |
| Age 7-8 |  |  |  |
| Age 8-9 |  |  |  |
| Age 9-10 |  |  |  |
| Age 10-11 |  |  |  |
| Age 11-12 |  |  |  |
| Total |  |  |  |
|  |  |  |  |
| **Whole School** |  |  |  |

**Information about school calendar and daily operation**

**School calendar for 2015/16**

|  |  |  |  |
| --- | --- | --- | --- |
|  | First day | Last day | Half term week |
| Autumn 2015 | 14 September 2015 | 17 December 2015 | 26 October 2015 |
| Spring 2015 | 4 January 2016 | 24 March 2016 | 15 February 2016 |
| Summer 2015 | 25 April 2016 | 29 July 2016 | 13 June 2016 |

The school is closed on bank holidays. Our INSET days are during the school holidays, indicated above.

**Daily timetable for 2015/16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Morning work cycle | Lunch | Garden or Sport | Afternoon work cycle |
| Infant Community | 9.15am to 11.45am | 11.45am | 12.30pm to 1pm | Finish at 1pm |
| Children’s House | 8.45am to 11.45am | 12.15pm | 1pm to 2pm | 2pm to 3.30pm (Under 4’s finish at 1.30pm) |
| Elementary | 8.30am to 12pm | 12.30pm | 2 afternoons a week | Finish at 3.30pm (clubs until 4.30pm) |

**Staffing for 2015/16**

|  |  |
| --- | --- |
| Infant Community | Paul Pillai, Magdalena Tomczyk, Laura Stone (training), Stephanie Firth |
| Children’s House | Karen Pearce, Lea Morpurgo, Euphemia Smythe |
| Elementary | Robert Gueterbock, Peter Friend |
| Kitchen | Camille Thorpe (Chef) + 2 kitchen assistants Lydia & Terezia (via Bohemias Services) |

**Information about pupils with learning difficulties and/or disabilities**

Total number of pupils identified by the school as having learning difficulties and/or disabilities: 3

Of these, the numbers in the following categories:

Number of pupils who receive support solely from the school’s own resources (School Action): 2

Number who receive additional support from outside agencies (School Action Plus): 0

Number of pupils for whom an Education, Health and Care plan is being sought: 0

Number of pupils who already have a statement of special educational need or an EHC plan: 1

We have one child with an EHC plan, and have a Learning Support Assistant (part-funded by Brighton & Hove City Council) who works with her on a one-to-one basis. Please refer to our SEND folder for a fuller report.

**Further details about the particular learning difficulties and/or disabilities of the pupils identified by the school, and about the way that the school endeavours to meet their needs:**

Our SEND policy discusses this in some detail. In essence, the role of observation is a key strength of our practice as a Montessori school. Children are carefully observed on a regular basis, both individually and as a group, to assist their development. Observations are recorded, and the data is analysed retrospectively - at the end of each day, and on a weekly basis. We use these observations, combined with our understanding of child development, to create individual educational plans tailored to each child's developmental needs. This is true for the youngest in the Infant Community (age 1), to the oldest in the Elementary (age 11).

Some children have obvious needs, for instance around language development, or mobility. Others may be subtle, for instance around their basic confidence in who they are, and what they are able to bring to the community. In cases of a suspected or diagnosed special educational need, we maintain close contact with the Brighton & Hove intervention teams. We continue making detailed observations of the children, supporting their full integration into the community, bringing in external support as necessary.

Rob Gueterbock is the SENCO representative and regularly attends training provided by Brighton & Hove Council. We recently (May 2014) had a Brighton & Hove City Council trainer come in to deliver SEND training to all of our staff.

Finally, some children have severe allergies. Working with their parents, we have helped these children to integrate into normal community life by adapting the experiences we offer in our environments to take into account their allergies.**Information about pupils for whom English is not the principal language of their home**

Number of pupils for whom English is not the principal language of their home: 6

Of these, the number of pupils who are at an early stage in learning English: 1

The most common languages spoken in pupils’ homes in order of frequency are:

English

French

German

Mandarin

Malayalam

Telugu

**Further details about the pupils for whom English is not the principal language of the home, and about the way that the school endeavours to meet their needs:**

For children with English as a second language, we have found that a combination of group activities (sound games, vocabulary lessons, social language, songs, poems, rhymes, verbal stories and books) and individual presentations (vocabulary lessons) are an effective way of helping them learn English.

At the same time, these children can access many experiences without language. This means their unfamiliarity with English need not limit their development in other areas, for instance, their ability to contribute to the community and so to grow in self-confidence. A young child is able to wipe up a spill, while an older child can mop the floor or feed the chickens. We place much emphasis on helping these children become involved with the life of the community in ways that do not require them to be fluent communicators.

**Information about pupils who are looked after**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in its care or is provided with accommodation for more than 24 hours by the authority. Children who are looked after fall into four main groups:

1. Children who are accommodated under a voluntary agreement with their parents (section 20)
2. Children who are the subject of a care order (section 31) or interim care order (section 38)
3. Children who are the subject of care orders for their protection (sections 44 and 46)
4. Children who are compulsorily accommodated; this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

Number of pupils who are looked after: 0

**Further details about the pupils who are looked after, and about the way that the school endeavours to meet their needs:**

N/A**Attendance figures for the last reported year**

Percentage attending:

Percentage of authorised absences:

Percentage of unauthorised absences:

**Information about pupils who have left the school**

If receiving schools, colleges or employers have given any feedback on former pupils, what have they said?

Numbers of students leaving by year are as follows:

|  |  |
| --- | --- |
| 2011/12 | 1 |
| 2012/13 | 5 |
| 2013/14 | 5 |
| 2014/15 | 2 |

The low percentage of children who leave each year is without precedence in our combined experience of 50 years in Montessori education.

We have not had any feedback from schools where these students have gone to study.

If the school has pupils who leave at Year 11 or later, give the destinations of pupils leaving the school in the previous school year:

N/A

**SELF-EVALUATION**

**State the school’s main aims and objectives:**

Mission Statement

Our vision is for each child to live fully in the present and so create a better future.

Our purpose is to aid each child’s natural development from the beginning of life until age 12

Our approach is to

* Trust the deep inner drive each child has to meaningfully contribute to their community;
* Create environments that allow each child to joyfully discover the world and their place in it;
* Collaborate with parents in the loving service of their child.

To fulfil this mission we are led by Montessori principles and practice, following the training and guidance of the *Association Montessori Internationale* (AMI).

Shared ethos

All of the teachers at The Montessori Place are trained in Montessori pedagogy under the auspices of the Association Montessori International (AMI).

AMI was founded by Dr. Maria Montessori in 1929, and continues to supervise its accredited teacher-training centres. These courses prepare adults to work with children at the Infant level (prenatal to 3 years of age), the Children’s House level (ages 3 to 6) the Elementary level (ages 6 to 12) and Adolescents (12-18). For more information please visit www.montessori-ami.org

Services we offer

1. Antenatal classes for expectant parents
2. Parent-Baby groups for babies from 6 weeks to 15 months (children attend weekly sessions with their parent or carer)
3. Infant Community for children from around age 15 months (walking confidently) to age 3. Children attend 4 mornings a week (Monday to Thursday), without their parents or carers, from 9.15 am to 1 pm.
4. Children's House for children from around age 3 to age 6. Younger children attend 5 mornings a week (8.45am to 1.30pm), while the older children (age 4-6) attend 5 full days (8.45am to 3.30pm).
5. Elementary for children from age 6 to 12. Children attend 5 days a week, from 8.30am to 3.30pm with optional after-school clubs from 3.30pm to 4.30pm two days of the week.

Emphasis on Community

We place a great emphasis on creating a sense of community amongst the families that attend the Montessori place. For instance:

* Parents have the code to the front door and are often in the building as early as 8am, and as late as 6pm. We have a dedicated "Family Room" that they have access to at these times. Parents use this space to linger, have a cup of tea and a chat and get to know the other families. Strong friendships have been built in the process.
* We organise a number of very popular community events, such as a Christmas Production at the end of the Autumn term, a Spring Walk at the end of the Spring term, and a Garden Party at the end of the Summer term. We end each year with a 2-day community camping trip, which typically has a 100% turnout. Parents show ownership of the community by taking a large part of the responsibility for organising these events.
* We have a number of parent events each term, focusing on a wide range of educational and child development issues that parents have told us they value. A small library of books about child development is made available in the Family Room for parents and carers.
* We have one-on-one partnership meetings with parents twice a year, at which time we discuss all aspects of their child's development. These meetings typically last 1.5 to 2 hours.
* We visit the youngest children at home before they start to get a better sense of where they are coming from, and help them create a bond with us as the new key adults in their lives.
* Parents across communities often accompany (“chaperone”) small numbers (1-3) Elementary children on various educational trips that the children themselves plan and implement.

All of this is in addition to the daily conversations at the door and over the telephone.

**PART 1 Quality of education provided**

**The quality of the curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the quality of the curriculum, its breadth and balance and suitability for all the pupils in school.*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 2(1) | Does the school have a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and does it implement it effectively? | Y |  |  | * Policy Folder: Curriculum Policy * Pedagogy Folder: Section on Planning |
| 2(1)(b)(i) | Do the policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan? | Y |  |  | * Policy Folder: Curriculum Policy, SEND Policy * Pedagogy Folder: Section on Planning * Curriculum Folder 1, Folder 2 and Folder 3 |
| 2(1)(b)(ii) | Do the policies, plans and schemes of work 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? | Y |  |  | * Policy Folder: Curriculum Policy, SMSC Policy * Curriculum Folder 1, Folder 2 and Folder 3 |
| 2(2)(a)(i) | Is there full-time supervised education for pupils of compulsory school age? | Y |  |  | * Attendance registers for Children’s House and Elementary |
| 2(2)(a)(ii) | Does the curriculum give pupils of compulsory school age experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education? | Y |  |  | * Policy Folder: Curriculum Policy * Curriculum Folder 1, Folder 2 and Folder 3 * The three prepared classroom environments. |
| 2(2)(b) | Do pupils acquire skills in speaking, listening, literacy, and numeracy? | Y |  |  | * Policy Folder: Assessment Policy * Pedagogy Folder: Section on Assessment |
| 2(2)(c) | If the principal language of instruction is a language other than English, does the school provide lessons in written and spoken English? *(This requirement does not apply in respect of a school that provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country).* |  |  | N/A |  |
| 2(2)(d)(i) | Does the school provide personal, social and health education that reflects its aims and ethos? | Y |  |  | * Policy Folder: Curriculum Policy, SMSC Policy |
| 2(2)(d)(ii) | Does the school provide personal, social, health and economic education that encourages respect for other people, paying particular regard to the protected characteristics set out in Chapter 1 of Part 2 of the Equality Act 2010? | Y |  |  | * Policy Folder: Curriculum Policy, SMSC Policy, Equalities Policy |
| 2(2)(e) | Does the school give secondary pupils access to accurate, up-to-date careers guidance, that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential? |  |  | N/A |  |
| 2(2)(f) | If there are pupils below compulsory school age, does the school provide a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development, and communication and language skills? | Y |  |  | * Policy Folder: Curriculum Policy * Curriculum Folder 1 and Folder 2 * Infant Community and Children’s House prepared classroom environments |
| 2(2)(g) | If there are pupils above compulsory school age, does the school provide a programme of activities appropriate to their needs? |  |  | N/A |  |
| 2(2)(h) | Does the curriculum provide the opportunity for all pupils to learn and make progress? | Y |  |  | * Policy Folder: Curriculum Policy |
| 2(2)(i) | Is there effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society? | Y |  |  | * Policy Folder: Curriculum Policy, SMSC Policy |

**Main strengths of the curriculum:**

We consider the following to be the main strengths of the Montessori curriculum:

1. Its emphasis on preparing an environment suited to the psychology of the child at that stage of development
2. The range of high quality educational materials that are proven to help children learn
3. The interconnectedness of the curriculum reflecting the interconnectedness of life
4. The flexibility of a curriculum that allows children to go at their own pace and follow their interests and passions
5. Its emphasis on cultivating independent, creative thinkers and considerate, compassionate actors.

**Areas for development in the curriculum:**

All but two of our primary-age children are between 6-9 years of age. As these young children grow older we need to ensure that the materials we prepare continue to inspire interest and enthusiasm for learning.

**The quality of teaching and assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the quality and effectiveness of teaching and assessment.*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 3(a) | Does the teaching enable 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? | Y |  |  | * Policy Folder: Assessment Policy * Pedagogy Folder: Section on Assessment |
| 3(b) | Does the teaching foster 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? | Y |  |  | * Policy Folder: SMSC Policy |
| 3(c) | Are lessons well planned and are teaching methods, activities and management of class time effective? | Y |  |  | * Pedagogy Folder: Section on Planning |
| 3(d) | Do teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons? | Y |  |  | * Pedagogy Folder: Section on Planning |
| 3(e) | Do teachers demonstrate good knowledge and understanding of the subject matter being taught? | Y |  |  | * Staff Folder: Training Record shows all staff are AMI trained for the age they work with * Observation of presentations (lessons) in progress |
| 3(f) | Are classroom resources, of a good quality, quantity and range, utilised effectively? | Y |  |  | * The three prepared classroom environments. * Observation of the communities in action |
| 3(g) | Does the teaching demonstrate that a framework is in place to assess pupils' work regularly and thoroughly, and to use information from that assessment to plan teaching so that pupils can make progress? | Y |  |  | * Policy Folder: Assessment Policy * Pedagogy Folder: Section on Planning, Section on Assessment |
| 3(h) | Does the teaching utilise effective strategies for managing behaviour and encouraging pupils to act responsibly? | Y |  |  | * Policy Folder: Behaviour Policy * Observation of the communities in action |
| 3(i) | Does the teaching 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? | Y |  |  | * Policy Folder: SMSC Policy * Observation of the communities in action |
| 3(j) | Does the teaching not discriminate against pupils contrary to Part 6 of the Equality Act 2010? | Y |  |  | * Policy Folder: Equality Policy * Observation of the communities in action |
| 4 | Does the school have in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or by national norms? | Y |  |  | * Policy Folder: Assessment Policy * Pedagogy Folder: Section on Planning, Section on Assessment |

**Main strengths of the teaching and assessment:**

We consider the following to be the main strengths of our teaching and assessment:

1. The emphasis on the “whole” child.
2. The emphasis on “keeping alive the flame of intelligence” rather than “filling an empty vessel”
3. The emphasis on observation of children at work in the environment, and amongst that community of children.
4. The emphasis on preparing an environment on the basis of these observations
5. That the teacher knows each child as an individual and conducts continuous, on-going assessment
6. The individualised planning for each child (“follow the child”) on the basis of these assessments

**Areas for development in teaching and assessment:**

We do not conduct standardised tests, and are working to develop our assessment methodologies in the following directions:

* To establish baseline assessment at compulsory school age
* To ensure our assessments are increasingly accurate indicators of what we are trying to measure (validity)
* To ensure our measures allow our students to be compared with students at other Montessori schools in the UK (normative)

We have engaged an AMI (Association Montessori Internationale) trainer to help establish and moderate an assessment framework across AMI schools in the UK and the USA. The first meeting with this AMI trainer is on 19 October 2015.

**PART 2 Spiritual, moral, social and cultural development of pupils**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***The school must evaluate the quality and effectiveness of its provision for the spiritual, moral, social and cultural development of the pupils.*** | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 5 (a) | Does the school actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (i) | Does the school actively promote principles which enable pupils to develop their self-knowledge, self-esteem and self-confidence? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (ii) | Does it actively promote principles which enable pupils to distinguish right from wrong, and to respect the civil and criminal law of England? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (iii) | Does it actively promote principles which 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? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (iv) | Does it actively promote principles which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (v) | Does the school actively promote principles which further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (vi) | Does it actively promote principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (b) (vii) | Does the school actively promote principles which 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? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (c) | Is the promotion of partisan political views precluded in the teaching of any subject in the school? | Y |  |  | Policy Folder: SMSC Policy |
| 5 (d) | Are such steps as are reasonably practicable taken to ensure that where political issues are brought to the attention of pupils—   1. while they are in attendance at the school; 2. while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or 3. in the promotion at 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? | Y |  |  | Policy Folder: SMSC Policy |

**Note:** Schools should provide inspectors with a list of all visiting speakers, giving details of the organisations (if any) that they represent, from 1st January 2013, as well as of any extra-curricular activities organised by or promoted by the school, where political issues are or might be brought to the attention of pupils.

**Main strengths of spiritual, moral, social and cultural development:**

The Montessori ethos ensures we place spiritual, moral, social and cultural development at the heart of our educational approach.

1. Children practice life in a community, encountering and solving the daily problems of community life
2. We put the emphasis on supporting children to solve their own problems rather than the adult solving it for them
3. Children are valued for their participation in community life and not solely on the basis of individual performance
4. Children are helped to take ownership of their community and responsibility for making it a wonderful place to be

**Areas for development in spiritual, moral, social and cultural development:**

**PART 3 Welfare, health and safety of pupils**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate its measures to promote the welfare, health and safety of the pupils, including child protection*.** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 7(a) | Are arrangements made to safeguard and promote the welfare of pupils? | Y |  |  | Policy Folder: Safeguarding Policies, H&S Policies |
| 7(b) | Do these arrangements have regard to any guidance issued by the Secretary of State?  (These include *Keeping Children Safe in Education* (KCSE) April 2014, *KCSE childcare disqualification requirements – supplementary advice* October 2014, *Working Together to Safeguard Children* March 2013) | Y |  |  | Policy Folder: Safeguarding Policies, H&S Policies |
| Does the school safeguard its pupils from the specific issues set out in paragraph 25 of KCSE, including the dangers of radicalisation?  (Note: When the Counter-Terrorism and Security Bill becomes law, it is likely that schools will have a duty to have ‘due regard to the need to prevent people from being drawn into terrorism’) | Y |  |  | Policy Folder: Safeguarding Policies, SMSC Policy |
| Do the school’s procedures for the recruitment and selection of staff have regard to the national guidance set out in Part Three (plus paragraph 38) of KCSE? | Y |  |  | Policy Folder: Safeguarding Policies especially Safer Recruitment Policy |
| If there are volunteers working in the school, do the procedures for checking and deploying them have regard to the national guidance set out in paragraphs 66 and 75 – 83 of KCSE? |  |  | N/A |  |
| 9(a) | Is there a written policy to promote good behaviour amongst pupils, which, among other things, sets out the sanctions to be adopted in the event of pupils misbehaving? | Y |  |  | Policy Folder: Behaviour Policy |
| 9(b) | Is the behaviour policy effectively implemented? | Y |  |  | Observation |
| 9(c) | Does the school keep a record of the sanctions imposed upon pupils for serious misbehaviour? | Y |  |  | Pupil Sanctions Record Book |
| 10 | Is bullying at the school prevented, in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy? | Y |  |  | Policy Folder: Anti-Bullying Policy |
| 11 | Does the school ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy? (Note: this also applies to health and safety on visits and other off-site activities) | Y |  |  | Policy Folder: Health and Safety Policies |
| 12 | Does the school comply with the Regulatory Reform (Fire Safety) Order 2005? | Y |  |  | Policy Folder: Fire Safety Policies |
| 13 | Does the school ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy? | Y |  |  | Policy Folder: First Aid Policy |
| 14 | Does the school ensure that pupils are properly supervised through the appropriate deployment of school staff? | Y |  |  | Observation  Policy Folder: Key Person Policy |
| 15 | Does the school maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006? | Y |  |  | Admission Register  3x Attendance Registers |
| Does the school have procedures for keeping the local authority informed as required by the Education (Pupil Registration) (England) Regulations2006? (That is, about pupils who do not attend regularly, or who have been absent without authorisation for ten days or more, or who are about to be deleted from the admission register because they are going to be educated otherwise than at school, because they no longer live locally, because they have a serious long-term illness, because they are in custody, or because they have been permanently excluded) | Y |  |  |  |
| 16(a) | Has a written risk assessment policy been drawn up and is it effectively implemented? | Y |  |  | Policy Folder: Fire Risk Assessment Policy  Health & Safety Folder: S1 and R1 forms |
| 16(b) | Is appropriate action taken to reduce risks that are identified? | Y |  |  | Health & Safety Folder: Review meetings |
|  | Does the school fulfil its responsibilities under the Equality Act 2010? | Y |  |  | Policy Folder: Equalities Policy |

**Main strengths of welfare, health and safety:**

Our policies and procedures are reviewed routinely both within the management team but also amongst all staff.

**Areas for development in welfare, health and safety:**

This year we wish to work on the following:

* A system for conducting effective safeguarding reviews
* A dashboard of key indicators such as equality, accidents & incidents, attendance, complaints etc. **PART 4 Suitability of staff, supply staff and proprietors**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must check the suitability of all staff, supply staff and proprietors.*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 21 (1) and (2) | Does the proprietor keep a register (Single Central Record) of checks?  Note: The register may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form. | Y |  |  | * Staff Folder: Single Central Record |
| 21 (3) (a) (b), (4) and 18 (2) | In relation to each member of staff does the register show checks made (and certificates obtained where relevant) of: identity; qualifications (where required); whether an enhanced DBS certificate with barred list information was obtained; whether teachers are not prohibited from teaching; whether members of staff in management positions have not been prohibited from taking part in the management of an independent school, or restricted in so doing; the right to work in the UK and, where relevant for those who have lived outside the UK, overseas checks to establish suitability to work in a school? Does the register include the date on which each check was completed or the certificate obtained?  Note: **all teachers must be checked to ensure that they are not subject to a Prohibition Order under section 141B of the Education Act 2002.** **All members of staff who are in management positions must be checked to ensure that they are not subject to a direction under section 128 of Education and Skills Act 2008.** These checks cannot be made through DBS; details of how to make the check are given in the *Step by step guide*, which also provides guidance on how to set out the register and make sure it fulfils all requirements. | Y |  |  | * Staff Folder: Single Central Record * Policy Folder: Recruitment Policy |
| 21(3)(b) and  18(2)(a) | For anyone whose enhanced DBS check with barred list information has not yet been completed, does the register show the date on which a check against the Children’s Barred List was undertaken to ensure 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?  Note 1: **when a DBS check is pending, a separate check against the Children’s Barred List is needed and must be completed before the person concerned starts work.** |  |  | N/A |  |
| 18(2)(b) (ii) | In addition to the checks recorded on the Single Central Record, have appropriate checks been carried out to confirm the medical fitness of all staff? | Y |  |  | * Staff Folder: Recruitment Checklist |
| 21(5)(a) and 19(2)(a) | In relation to supply staff, does the register show whether written notification has been received from the employment business that the checks on identity; qualifications (where required); enhanced DBS with barred list information; whether supply teachers are subject to a Prohibition Order; the right to work in the UK and, where relevant for those who have lived outside the UK, overseas checks to establish suitability to work in a school, were carried out, together with the dates when these were completed or certificates obtained? Does the register also show the date when such written notification from the employment business was received? |  |  | N/A | We do not use agency supply staff. |
| 21(5)(c) and 19(2)(d) | Where written notification has been received from the employment business that it has obtained an enhanced DBS certificate which discloses any matter or information does the register show whether the employment business supplied a copy of the certificate to the school? |  |  | N/A |  |
| 19(2)(b) | Does a person offered for supply by an employment business only begin work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied? |  |  | N/A |  |
| 19(2)(c) | Does the school check the identity of supply staff before they begin work? |  |  | N/A |  |
| 19(3) | If a supply teacher has not worked in a school or further education institution in England during a period which ended not more than three months before the supply teacher is due to begin work at the school, has the supply teacher’s enhanced DBS certificate been obtained not more than three months before the date that the supply teacher is due to begin work at the school? |  |  | N/A |  |
| 21(6),(7)  and 20(6) | In relation to each member of a body of persons named as the proprietor in post on or after 1 August 2007, does the register show whether a check was made of: his/her identity; right to work in the United Kingdom; and whether an enhanced DBS check was carried out and certificate obtained with barred list information; and confirmation that he/she does not carry out work, or intend to carry out work, at the school in contravention of any direction made under section 141B of the Education Act 2002 or under section 128 of the Education and Skills Act 2008? Does the register also show the date on which any check was completed or certificate obtained?  Note: an individual proprietor, or the chair, or similar officer, of a body or persons, will be checked by the Secretary of State. Where there are other members of a body of persons named as the proprietor, it is the chair’s responsibility to carry out the necessary checks on them. Since all proprietors are in management positions, they must be checked to ensure that they are not subject to a direction under section 128 of the Education and Skills Act 2008. These checks cannot be made through DBS; details of how to make the check are given in the *Step by step guide*, which also provides guidance on how to set out the register and make sure it fulfils all requirements. | Y |  |  | * Staff Folder: Single Central Record |
| DBS | If a member of staff has been dismissed, or resigned when dismissal might have been considered, because of reasons affecting the person’s suitability to work with children, has the proprietor informed the Disclosure and Barring Service, PO Box 181, Darlington DL1 9FA, of the circumstances?  Note: forms and guidance for doing this can be found at  [www.gov.uk/government/publications/dbs-referrals-form-and-guidance](http://www.gov.uk/government/publications/dbs-referrals-form-and-guidance) |  |  | N/A |  |

**Main strengths of suitability of staff, supply staff and proprietor:**

Our main strength is that staff are able to cover for each other within the team, and that we have never needed to turn to an agency.

**Areas for development in suitability of staff, supply staff and proprietor:**

To build relationships with 2-3 Montessori guides, probably London-based, who would be able to come down to cover if need be.**PART 5 Premises of and accommodation at schools**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the suitability of its premises and accommodation for securing the health and safety of its pupils****.* | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 23(1) (a) | Are suitable toilet and washing facilities provided for the sole use of pupils?  (Note: Where separate facilities are provided 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.) | Y |  |  |  |
| 23(1) (b) | Are separate toilet facilities for boys and girls aged 8 years or over 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? | Y |  |  |  |
| 23(1) (c) | Are suitable changing accommodation and showers provided for pupils aged 11 years or over at the start of the school year who receive physical education?  (See guidance for further details about what is suitable.) | Y |  |  |  |
| 24 | Is there suitable accommodation for the medical examination and treatment of pupils and for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility?  (Note: This accommodation may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out above) | Y |  |  |  |
| 25 | Are the school premises, accommodation and facilities maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured? | Y |  |  |  |
| 26 | Are the acoustic conditions and sound insulation of each room or other space suitable, having regard to the nature of the activities which normally take place in them? | Y |  |  |  |
| 27 (a) | Is the lighting in each room or other internal space suitable, having regard to the nature of the activities which normally take place in them? | Y |  |  |  |
| 27 (b) | Is external lighting provided in order to ensure that people can safely enter and leave the school premises? | Y |  |  |  |
| 28 (1) (a) and (c) and (2) | Are suitable drinking water facilities provided? Are cold water supplies that are suitable for drinking clearly marked as such? Are these facilities readily accessible at all times when the premises are in use? Are they in a separate area from the toilet facilities? | Y |  |  |  |
| 28 (1) (b) and (d) | Do toilets and urinals have an adequate supply of cold water? Do washing facilities have an adequate supply of hot and cold water? Does the temperature of hot water at the point of use not pose a scalding risk to users? | Y |  |  |  |
| 29 (1) (a) | Is suitable outdoor space provided in order to enable physical education, including the playing of games, to take place in accordance with the school curriculum? | Y |  |  |  |
| 29 (1) (b) | Is suitable outdoor space provided to enable pupils to play outside? | Y |  |  |  |

**Main strengths of suitability of premises and accommodation:**

We have a beautiful building in Hove and an amazing property in Eason’s Green, both of which we work hard to keep warm and home-like, whilst meeting all the regulatory requirements.

**Areas for development in suitability of premises and accommodation:**

As our numbers expand in the Elementary classroom we will consider converting the Infant Community store into toilets and adding cloakroom space for the Elementary children.

**PART 6 Provision of information**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the quality of information it provides for parents, prospective parents, and other interested parties (such as any local authorities which may fund places at the school).*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| **32(1)(a) Does the school provide to parents of pupils and of prospective pupils, and on request to the Chief Inspector, the Secretary of State, or an independent inspectorate the following information:** | |  |  |  |  |
| 32(2)(a) | The school’s address and telephone number and the name of the head teacher? | Y |  |  | Website |
| 32(2)(b) | Where the proprietor is an individual, his full name, address for correspondence during both term time and holidays and a telephone number or numbers on which he may be contacted at all times; or, where the proprietor is a body of persons, the address and telephone number of its registered or principal office? | Y |  |  | Website |
| 32(2)(c) | Where there is a board of governors, the name and address for correspondence of its Chair? |  |  | N/A |  |
| 32(2)(d) | A statement of the school's ethos (including its religious ethos) and aims? | Y |  |  | Website |
| **32(1)(b) Is the following information made available, and does the school make parents, and prospective parents who request it, aware that it is available and in what form (ie on the school’s web-site and available for inspection on the school’s premises during the school day, or sent free of charge to any parents who request it):** | |  |  |  |  |
| 32(3)(a) | Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions? | Y |  |  | Website |
| 32(3)(b) | Particulars of educational and welfare provision for pupils with EHC plans and for pupils for whom English is an additional language? | Y |  |  | Website |
| 32(3)(c) | Particulars of the curriculum offered by the school? | Y |  |  | Website |
| 32(3)(d) | Particulars of the behaviour policy, the anti-bullying strategy, the health and safety policy, and the first aid policy? | Y |  |  | Website |
| 32(3)(e) | Particulars of academic performance during the preceding school year, including the results of any public examinations? |  | N |  | Our pupils do not sit in public examinations. |
| 32(3)(f) | Details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year? | Y |  |  | Website |
| 32(3)(g) | A copy of the report of any inspection carried out under sections 108 or 109 of the Education and Skills Act 2008? | Y |  |  | Website |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 32(1)(c) | If the school has a website, does it publish on it the particulars of the arrangements for safeguarding and promoting the welfare of its pupils, as required by paragraph 7 of the Regulations; or, if it has not got a website, does it provide a copy to parents on request? | Y |  |  | Website |
| 32(1)(d) | Is the school aware that, following a section 108 or 109 inspection, it must make arrangements to provide a copy of the full report to the parents of every registered pupil, by a date to be specified by the body who conducts the inspection? | Y |  |  |  |
| 32(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 (unless otherwise agreed with any parent)? | Y |  |  | Pedagogy Folder: Section on Reports |
| 32(1)(g) | Has the school provided any information reasonably requested in connection with a section 109 inspection, including access to admission and attendance registers? | Y |  |  |  |
| 32(1)(h) | Where a pupil, who is registered at the school, is wholly or partly funded by a local authority, is an annual 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? (Note: this does not apply 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) | Y |  |  | SEND Folder |
| 32(1)(i) | Does the school provide information on pupils with EHC plans wholly or partly funded by a local authority or other body through public funds to the responsible local education authority for the purpose of the annual review of the statement? | Y |  |  | SEND Folder |
| 32(1)(j) and 32(4) | Are particulars of the following actions published and maintained on the school’s website, or, if there is no website, provided to parents:   1. any decision by the Secretary of State to remove the school from the register under sections 100, 105, 112, 119, or 123 of the 2008 Act 2. any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act 3. any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register? |  |  | N/A |  |

**Main strengths of provision of information and other links with parents:**

Our relationship with parents is one of our main strengths, and this has been discussed earlier in this document. We have recently (August 2015) put all our policies on our website making them more accessible for parents.

**Areas for development in provision of information and other links with parents:**

None that we can see.

**PART 7** **Manner in which complaints are to be handled**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the effectiveness of its procedures for handling complaints*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 33(a) | Does the school have a written complaints procedure? | Y |  |  | Policy Folder: Complaints Policy |
| 33(b) | Is the complaints procedure made available to parents of pupils? | Y |  |  | Website |
| 33(c) | Does the complaints procedure set out clear timescales for the management of the complaint? | Y |  |  | Policy Folder: Complaints Policy |
| 33(d) | Does the complaints procedure allow for complaints to be made and considered initially on an informal basis? | Y |  |  | Policy Folder: Complaints Policy |
| 33(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? | Y |  |  | Policy Folder: Complaints Policy |
| 33(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? | Y |  |  | Policy Folder: Complaints Policy |
| 33(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? | Y |  |  | Policy Folder: Complaints Policy |
| 33(h) | Does the procedure allow for parents to attend the panel hearing, and, if they wish, to be accompanied? | Y |  |  | Policy Folder: Complaints Policy |
| 33(i) | Does the complaints procedure provide for the panel to make findings and recommendations and does the procedure stipulate that a copy of any findings and recommendations is provided to the complainant, and, where relevant, the person complained about, and is available for inspection on the school premises by the proprietor and the head teacher? | Y |  |  | Policy Folder: Complaints Policy |
| 33(j) | Does the procedure provide for written records to be kept of all formal complaints made in accordance with 33(e), showing whether they were resolved following a formal procedure, or whether they proceeded to a panel hearing, and recording any action taken by the school as a result of those complaints (regardless of whether they are upheld)? | Y |  |  | Policy Folder: Complaints Policy |
| 33(k) | Does the procedure provide that correspondence, statements and records of complaints are to be kept confidential? *(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 inspections under section 109 of the Education Act and Skills Act 2008, or to the Secretary of State, should they ask for access to such records).* | Y |  |  | Policy Folder: Complaints Policy |

**Number of formal complaints in the last twelve months:** 0

**PART 8** **Quality of leadership in and management of schools**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***The school must evaluate the effectiveness of its procedures for handling complaints*** | | If Yes put Y | If No put N | N/A | **If yes, what is the evidence that the school meets this requirement?**  **If no, what must the school do to meet the requirement?** |
| 34(1)(a) | Does the proprietor ensure that the school’s leaders and managers demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently? | Y |  |  | Management Meeting Minutes |
| 34(1)(b) | Does the proprietor ensure that the school’s leaders and managers fulfil their responsibilities effectively so that the independent school standards are met consistently? | Y |  |  | Management Meeting Minutes |
| 34(1)(c) | Does the proprietor ensure that the school’s leaders and managers actively promote the well-being of pupils? | Y |  |  | Management Meeting Minutes |

**Main strengths of provision of leadership and management:**

The three directors are involved in the day-to-day management of the school, and as they are also head guides of the respective communities are in contact with staff, children and parents on a daily basis.

**Areas for development in leadership and management:**

We are working on the following areas this year:

* What systems can we put in place to ensure we are following through on our policies?
* Can there be a routine space to discuss individual community and child development at the management meetings?
* How can each director be accountable to the board?
* How do we support the next generation of head guides at the school?
* Could we prepare a written school development plan?