

School inspection report

03 October 2023 to 05 October 2023

Wellow House School

Newark Road
Wellow
Nottinghamshire
NG22 0EA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor has not ensured that leaders implement some of the school's policies and procedures effectively. Consequently, some independent school standards are not met and this has had an impact on how well the proprietors ensure that leaders promote the wellbeing of the pupils. The proprietor has not ensured that leaders have the required skills and knowledge to fulfil their responsibilities effectively, including in maintaining effective safeguarding.
2. Leaders have made a number of changes over the past year, including appointing teachers with the necessary subject knowledge and experience to teach pupils at GCSE level and to provide additional pastoral support for older pupils. These changes have been implemented to more appropriately meet the needs of the pupils. Although older pupils now experience lessons where they learn the necessary subject knowledge and skills, leaders have not consistently ensured that the pastoral needs of the older pupils are met.
3. Pupils have the opportunity to learn and make good progress because teachers plan a range of activities and offer individual support in lessons. This ensures that pupils of all ages and abilities are motivated to persevere and take an interest in their learning. However, leaders have not provided suitable training, in a timely manner, for some staff to manage the behaviour of older pupils and to teach the full range of subjects.
4. Leaders have not ensured that pupils are being taught personal, social and health education (PSHE), relationships and sex education (RSE) and about careers, effectively. Recently, leaders have taken some steps to ensure the teaching of the PSHE curriculum, but this is in the early stages of implementation.
5. Leaders have effectively assessed potential risks of the premises and activities. However, leaders have not identified and mitigated the potential risks associated with the safeguarding and wellbeing of pupils posed by the introduction of older pupils to the school. Leaders have not considered the potential risks to pupils and staff in relation to safeguarding concerns.
6. Leaders ensure the safety of the pupils through the effective implementation of policies and procedures relating to health and safety, first aid and the prevention of fire. In general, pupils are supervised appropriately, especially during less structured times.
7. Bullying is rare and staff deal with it effectively. Pupils know how to stay safe and leaders help them to maintain a healthy lifestyle.
8. Leaders maintain the premises well to ensure that pupils are kept physically safe. Leaders have requested to increase pupil numbers. The current premises do not have the space to admit more pupils. Leaders have not adapted classrooms sufficiently well to make it possible to teach all the activities required by the GCSE curriculum.
9. Leaders promote an ethos of kindness and respect. Pupils are confident, value their education and are eager to improve their school. They readily take responsibility for their actions and have a strong sense of justice. Pupils demonstrate respect for others, whatever their differences might be. Pupils work well together from the youngest age.

10. Senior leaders have not ensured the effective management of safeguarding. Leaders identify and report safeguarding concerns about pupils in line with local procedures. The safeguarding lead (DSL) liaises appropriately with external agencies so that pupils are provided with the help that is needed. However, leaders have not managed concerns about staff behaviour in line with statutory guidance.
11. Leaders have not ensured that all staff in the early years have the required minimum qualifications. Checks and record-keeping of staff files is not in line with statutory guidance. Leaders have not retained suitable evidence in personnel files as required by statutory guidance. The single central record of appointments does not include all staff working at the school.

The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are not met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently
- Standards relating to pupils' social and economic education and contribution to society are not met consistently
- Standards relating to safeguarding are not met

Areas for action

The proprietor must ensure that those with leadership and management responsibilities:

- demonstrate good skills and knowledge appropriate to their role and
- fulfil their responsibilities effectively so that the independent school standards are met consistently, and
- actively promote the wellbeing of pupils

so that:

- the school's PSHE scheme of work is taught effectively
- the school provides suitable careers guidance
- the school's RSE curriculum is implemented effectively
- sufficient resource is allocated to the management of safeguarding, so that necessary processes and procedures are effective
- the single central record of appointments includes all staff working at the school
- adults working in the early years have the required minimum qualifications
- evidence of staff qualifications is kept as required
- children in the early years are supervised by suitably qualified staff
- appropriate risk assessments are carried out in relation to safeguarding concerns
- appropriate plans and risk assessments are drawn up in preparation for the admission of additional and older pupils to the school.

Recommended next steps

12. Leaders and managers should ensure that the identification of risks is rigorous and covers potential risks for all ages of pupils. Where risk assessments are in place and mitigations have been identified, leaders should ensure that all relevant staff are aware of the measures they must follow to manage these risks.

Recommendation with regard to material change request

13. Inspectors considered the school's request for a change to the details of its registration. The proprietor requested to change its age range from 3–13 to 3–16. The proprietor requested to increase the maximum number of pupils from 154 to 270.
14. Appropriate plans, schemes of work, teaching and assessment are in place to meet the needs of pupils of the proposed age group in most subject areas. This is not the case for RSE, PSHE and careers. The PSHE programme is not being taught effectively. Similarly, provision for careers and RSE is not effectively taught. The Standards relating to the curriculum for RSE are not met consistently.
15. Leaders have appropriate provision in place for pupils' spiritual, moral, social and cultural development. This standard is likely to continue to be met should the material change be approved.
16. The school does not meet the standard in relation to the safeguarding of the pupils. Leaders have not ensured that the recruitment of staff meets statutory requirements. Records of employment are not kept in sufficient detail. Leaders do not provide adequate time for the management of safeguarding so that those with leadership responsibility for this area of work can perform their role effectively. The standard is unlikely to be met if school numbers increase.
17. The school meets the standards for health and safety and the management of risks from fire. These standards are likely to continue to be met should the material change be approved.
18. Leaders have not ensured that those supervising children in the early years have the required minimum qualifications. The current levels of staffing are not sufficient for the proposed increase in numbers. The proprietor has not drawn up plans to ensure adequate staffing provision is or could be in place should the material change be approved.
19. Leaders have not conducted appropriate risk assessments in relation to safeguarding concerns or in preparation for the requirements of the proposed increase in pupil numbers.
20. The arrangements for the safer recruitment of staff and keeping of records are not in line with statutory guidance.
21. The school's accommodation does not have the capacity to meet the needs of the proposed increase in pupil numbers. This is specifically with regard to spaces for teaching, changing and dining. Toilet, showering and changing accommodation are not sufficient to provide for the proposed increase in pupil numbers.
22. Leaders and managers do not demonstrate the required skills and knowledge to fulfil their responsibilities effectively. They do not ensure that all standards are consistently met and the wellbeing of the pupils is actively promoted.
23. The proprietor has not put suitable plans in place to ensure the appropriate provision for pupils of the proposed age range or to assess potential risks associated with their admission. Insufficient consideration has been given to provision for the pastoral needs of older pupils. Leaders have not ensured that suitable facilities are in place for the delivery of all aspects of the curriculum. Measures

recently put in place have reduced the negative impact of these omissions. However, leaders have not sufficiently planned to meet the needs of older pupils should the material change be approved.

24. The proprietor has not ensured that suitable plans are in place for the proposed increase in capacity nor assessed any potential risks associated with the proposed increase in pupil numbers.
25. It is recommended the school's proposed material changes not be approved.

Section 1: Leadership and management, and governance

26. The proprietor and leaders have not evaluated the school's effectiveness so they can plan strategically. The historic failure to apply for a material change and the associated lack of planning have resulted in the proprietor operating outside the school's registration in relation to the age and number of pupils that should be on roll.
27. The proprietor has not ensured that suitable provision is in place before admitting older and additional pupils to the school. Leaders have not considered the academic and pastoral needs of pupils over the age of 13 years sufficiently well. This has had a negative impact on the experience and academic achievement for some older pupils.
28. The proprietor offers advice and support to school leaders. However, there is no systematic checking of the implementation of policies or school improvement planning. Many aspects of the work of leaders are checked remotely by those who do not know the school well enough to determine its success in meeting the Standards consistently. Systematic or regular challenge has not been offered. The information that leaders have provided to the proprietor has not been sufficient to identify strengths and weaknesses or to highlight areas in need of development. Leaders have been required to assume duties on such a scale that they have not maintained the required knowledge and skills to fulfil their responsibilities effectively. As a result, some Standards are unmet and the wellbeing of the pupils is not consistently promoted.
29. Leaders have implemented changes over the past year to ensure the standards relating to teaching and pupils' progress are met. However, many of the changes are still in development or in their infancy. For example, the PSHE programme, which includes the teaching of RSE and careers, has not been implemented effectively. Leaders have taken steps to improve the situation, but this has not yet had an impact on pupils' learning. Teachers' systematic use of assessment information to inform what they teach is also only recently established.
30. Insufficient consideration has been given to the pastoral needs of the older pupils, which has resulted in instances of inappropriate behaviour from pupils in lessons that is not managed effectively. Staff without expertise and experience of teaching the older age range were not provided with the training and timely guidance needed to ensure they maintain effective and appropriate relationships with the oldest pupils. This is now being provided, alongside additional pastoral support for older pupils, resulting in a more appropriate response to their needs and behaviour. The ethos of the school strongly promotes kindness and respect. This, and the recent appointment of teaching staff experienced in working with older pupils, has reduced the negative impact of the delay in implementing these measures.
31. Although leaders respond appropriately to concerns about pupils' welfare, their response to those relating to the behaviour of adults working in the school is not sufficient. Checks on adults working in the school are carried out and recorded but leaders have not had a sufficient awareness of the minimum qualifications required by adults working with and supervising children in the early years.

32. Leaders' assessment and management of risk is systematic in relation to the premises, activities, trips and visits. However, this is not the case for all risks. Risk management associated with safeguarding concerns and the introduction of older and additional pupils is lacking.
33. The measures in place to mitigate the risks for pupils, including those associated with the school site, have not been communicated well enough to ensure that staff, pupils and parents are aware of the control measures. Leaders have not monitored the mitigation of risk so as to ensure that the actions to reduce risk are happening in practice.
34. Leaders ensure that required information is made available and provided to parents and prospective parents. Leaders manage complaints about the school in line with the appropriate school policy.
35. Leaders at all levels ensure that the school meets its requirements under the Equality Act and does not discriminate against pupils unlawfully. A suitable accessibility plan is in place.

The extent to which the school meets Standards relating to leadership and management, and governance

36. Standards are not met consistently with respect to the curriculum, relationships and sex education, safeguarding, supervision, risk assessment and suitability of staff.
37. As a result, Standards relating to governance, leadership, management are not met consistently.

Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Section 2: Quality of education, training and recreation

38. The educational experience for older pupils has been inconsistent which has affected their attainment and progress. This has been due to the lack of preparation on the part of the proprietor and leaders for the recent school expansion. Leaders have recently appointed staff with suitable expertise to teach the curriculum for older pupils. They are now receiving better quality teaching that is more appropriate to their needs. This is reflected in their improved progress and attainment over recent months, which demonstrates that pupils are catching up quickly with their learning.
39. Leaders have designed a curriculum which helps pupils to learn and make progress across a wide range of subjects. Teaching enables pupils to gain new knowledge, increase their understanding and develop their skills in many subject areas. Pupils now achieve at levels appropriate to their ages in speaking, listening, literacy and numeracy. They develop their understanding well in scientific and technological subjects. Pupils demonstrate an active engagement in creative subjects and in their acquisition of linguistic skills and knowledge. Neither the curriculum nor teaching undermine fundamental British values. However, the school's facilities are not sufficient to support the planned expansion of the GCSE curriculum, particularly in the provision of sufficient resources for the implementation of a practical science curriculum.
40. Most teachers plan lessons well and use effective teaching methods. They usually manage classroom time and pupils' behaviour well. Teachers make effective use of a range of good resources so pupils can access learning. As a result, most pupils achieve at levels in line with expectations for their ages and make good progress. Pupils demonstrate an interest in their work and a readiness to think and learn for themselves, although in the senior school some teaching does not provide pupils with opportunities to develop these abilities to the full.
41. Staff identify the needs of pupils who have SEND. Leaders have designed appropriate plans to ensure that pupils' needs are met, although they have not checked that the necessary support is being provided in lessons. Most teachers provide support and challenge for individual pupils. However, this is not wholly consistent.
42. There is an appropriate means of assessing pupils' attainment and progress which leaders have recently introduced. Teachers use assessment information to plan future learning but consistency of approach has not been achieved. Pupils receive constructive feedback about their work in most lessons. Written feedback in the pre-prep department is used alongside individual targets to identify pupils' next steps in learning and to help them improve. The quality of feedback provided in the prep and senior departments is less consistent. Older pupils are not given sufficient information to help them understand how to improve in their learning.
43. Leaders have clear expectations of the quality of teaching. However, leaders have not checked with sufficient rigour that these expectations are being consistently implemented throughout the school.
44. Children in the early years develop good knowledge and skills across all areas of learning. Staff provide a range of activities which allows children to consolidate and extend their learning. Effective communication with children encourages their confidence when speaking to others. Staff use assessment information effectively to plan learning which helps challenge and support children so all can make progress from the start.

45. A programme of activities is in place which enables pupils to develop a range of skills although the provision of clubs and activities outside the classroom is limited in scope.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met

Section 3: Pupils' physical and mental health and emotional wellbeing

46. Leaders have not implemented the programme of relationship and sex education effectively. As a result, pupils are not provided with all the knowledge they need in this subject. Leaders have recognised this and have recently appointed staff to new roles to ensure the consistent delivery of RSE.
47. Suitable supervision of pupils is ensured throughout most of the school. Leaders are successful in promoting an ethos of kindness and respect. Pupils understand and value the high expectations adults have of behaviour. Good behaviour and conduct are the norm. Any behavioural issues which arise are managed appropriately. However, leaders have not anticipated the need to adapt systems to manage the behaviour older pupils admitted in recent years. Whilst recently appointed staff have experience with this age range, other staff have only recently received guidance in managing the behaviour of older pupils.
48. Pupils understand how they can express their views, and leaders provide a forum for pupils to share these through the school council. Younger pupils identified the promised introduction of lockers as a positive response to their requests. However, those in the older years say that they would welcome more information as to the implementation of their ideas or the reasons why this may not be possible.
49. Children in the early years experience an age-appropriate programme of activities which promotes their personal, emotional and physical development. They have positive attitudes to learning, including resilience in the face of challenge. Staff know the children well, ensuring a prompt response to their needs and the promotion of a caring environment in which children feel safe and secure. Children develop a sense of right and wrong and understand the need to be kind and respectful towards others in the setting. However, leaders have not ensured that staff in the early years have the required minimum qualifications to fulfil their roles.
50. The school's PSHE programme and wider curriculum encourage respect for others. This is reflected in the well-established culture of respect for those who might be different from others. Pupils from a range of backgrounds are thoughtful, animated and engaged when socialising with each other, displaying harmonious, respectful and tolerant relationships.
51. Pupils have high levels of self-confidence and an understanding of themselves and of others. They have a clear understanding of right and wrong and demonstrate a strong sense of justice. Pupils are aware of the needs of others and are active in seeking ways in which to improve the school. Pupils feel safe in school and incidents of bullying are rare.
52. Pupils readily accept responsibility for their actions. They value the close-knit school community and its warm welcome to newcomers. Some pupils in the prep department take responsibility for tasks in school, such as sitting with younger pupils at lunchtime. Positions of senior captains have recently been introduced in the senior school, alongside sports captaincies and the rejuvenated house system.

53. Leaders provide opportunities for pupils to maintain their physical health. There are planned lessons in the curriculum and regular opportunities to participate in physical activities. Pupils are provided with healthy options at lunch and break times. Pupils understand how to stay safe online and how to maintain a healthy lifestyle.
54. School leaders have taken appropriate action in re-allocating the use of teaching spaces to ensure sufficient provision for the current number of pupils on roll. The school premises and accommodation are suitable and well maintained. However, there is insufficient space and suitable rooms to allow for the admission of further numbers of pupils.
55. Health and safety policies are implemented effectively and systematically. Precautions are in place to reduce the risk from fire. Suitable accommodation is available for pupils who are unwell or injured. Staff are appropriately trained to deliver first aid, including for children in the early years. Attendance and admissions registered are maintained as required. Leaders ensure information is obtained about the destinations of pupils who leave the school to ensure they are not missing education.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

56. Standards are not met consistently with respect to RSE and supervision.
57. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Section 4: Pupils' social and economic education and contribution to society

58. Leaders have drawn up a potentially suitable PSHE curriculum, but this is not fully implemented to ensure that pupils develop a knowledge and understanding of their own and other's cultures. Pupils learn about these matters by taking part in local and school events, but provision is not systematic or effective across the school. Leaders have recognised this and have taken some steps to ensure the RSE and PSHE programmes are delivered consistently, but this is at an early stage of implementation.
59. A suitable careers programme exists, but this has not been implemented in practice. Older pupils have not been offered the guidance they need to make informed choices about a broad range of careers options. Pupils have received information about subject choices, but guidance as to how they might identify and prepare for their future careers has not been provided.
60. The enrichment curriculum offered to pupils in the prep department and for younger senior years enables pupils to develop some of the future skills they will need, through activities such as garden design. An enterprise project has recently been introduced in this context, which educates pupils in what is required to conceive and run a small business enterprise. Pupils become aware of the democratic process including by voting for school council members. However, the limited implementation of the PSHE programme has not enabled pupils to be fully prepared for life in British society.
61. Leaders have ensured the active promotion of respect towards others so that pupils are kind and respectful towards each other, including those from different backgrounds to their own. Pupils demonstrate a natural readiness to listen to each other and to negotiate and work together. In this way, they are well prepared to take a responsible and active part in wider society.
62. Children in the early years develop their social awareness through opportunities to engage in role play and independent activities. They identify jobs that need to be done and understand the importance of sharing with others, modelling their caring behaviour on the positive example set by adults in the setting.
63. Pupils engage with the local community through visits and activities with others who live and go to different schools in the area. They support a number of national charities through fund raising events organised by school leaders.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

64. Standards are not met consistently with respect to PSHE and careers guidance.
65. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Safeguarding

66. A policy is in place to safeguard and promote the welfare of pupils. However, this has not been adapted sufficiently from the generic version provided by the proprietor to ensure it is pertinent to the school's specific context. The policy has not been implemented rigorously nor consistently by school leaders. The proprietor has not checked that the management of safeguarding is effective.
67. Staff, including those in leadership roles, are suitably trained. Leaders with additional safeguarding responsibilities undertake their roles effectively. An annual review of safeguarding has been undertaken. However, the proprietor has not exercised sufficiently robust oversight to ensure that safeguarding is consistently managed in line with regulations and statutory guidance.
68. Pupils understand how to stay safe online and can identify trusted adults in school with whom they can share their concerns. Staff know how to record and report concerns about pupils. Leaders respond to these appropriately and in accordance with local guidance. The school liaises appropriately with parents and external agencies when required. Leaders and staff are aware of the vulnerabilities of pupils who have SEND and with mental health concerns.
69. Staff understand the school's expectations of their behaviour in relation to their interactions with pupils and use of the internet, including social media. Guidance on these matters was not included in the school's staff code of conduct policy. However, staff were aware of the correct actions to take should they have concerns about the behaviour of adults working in the school.
70. Leaders have not responded in line with statutory guidance when concerns have arisen or allegations have been made about adults. A record of low-level concerns has not been maintained as required. Concerns which should have been recorded as such have not been logged. Responses by leaders have not been sufficiently robust to ensure statutory guidance is followed when allegations about staff are reported.
71. The school carries out most appropriate checks on adults before they begin working at the school. However, the single central record of appointments does not include all staff. Leaders do not retain suitable evidence of staff qualifications, as required by current statutory guidance.

The extent to which the school meets Standards relating to safeguarding:

72. Standards are not met consistently with respect to the safeguarding of pupils and the suitability of staff.
73. As a result, the Standards relating to safeguarding are not met consistently.

Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Schedule of unmet standards

Section 1: Leadership and management, and governance

The relevant Standards are not met

Paragraph number	Standard
ISSR Part 3, paragraph 16(a) and (b)	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.
ISSR Part 8, paragraph 34 (1)(a), (b) and (c)	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 – (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 wellbeing of pupils.

Section 2: Quality of education, training and recreation

The relevant Standards are met

Section 3: Pupils' physical and mental health, and emotional wellbeing

The relevant Standards are not met consistently

Paragraph number	Standard
ISSR Part 1, paragraph 2A (1)(a) and (b)	The standard in this paragraph is met if the proprietor: (a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education; (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).
ISSR Part 3, paragraph 14; EY 3.37	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.

Section 4: Pupils' social and economic wellbeing and contribution to society

The relevant Standards are not met consistently

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)(a) and 2(2)(d) and (e)	<p>The standard in this paragraph is met if 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, including:</p> <p>(d) personal, social, health and economic education which –</p> <p>(i) reflects the school’s aim and ethos; and</p> <p>(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;</p> <p>(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that –</p> <p>(i) is presented in an impartial manner;</p> <p>(ii) enables them to make informed choices about a broad range of career options; and</p> <p>(iii) helps to encourage them to fulfil their potential.</p>

Safeguarding

The relevant Standards are not met

Paragraph number	Standard
ISSR Part 3, paragraph 7 (a) and (b); EY 3.4 and 3.7	<p>The standard in this paragraph is met if the proprietor ensures that –</p> <p>(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and</p> <p>(b) such arrangements have regard to any guidance issued by the Secretary of State.</p>
ISSR Part 4, paragraph 18(1); 18(2)(c)(iv); EY 3.9.	<p>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.</p> <p>The standard in this paragraph is met if the proprietor carries out appropriate checks to confirm in respect of each such person – where appropriate, the person’s qualifications.</p>
ISSR Part 4, paragraph 21(1); 21(3)(a)(i) to (viii) and 21(3)(b)	<p>(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.</p> <p>(3) (a) The information referred to in this sub-paragraph is in relation to each member of staff ('S') appointed on or after 1st May 2007, whether</p> <p>(i) S’s identity was checked</p> <p>(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 Education and Inspections Act 2006</p> <p>(iii) a check was made to establish whether S is subject to any direction made under section 128 of the Education and Skills Act 2008 or section 142 of the</p>

	<p>Education Act 2002 or any disqualification, prohibition or restriction which takes effect as if contained in such a direction</p> <p>(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications</p> <p>(v) an enhanced criminal record certificate was obtained in respect of S</p> <p>(vi) checks were made pursuant to paragraph 18(2)(d)</p> <p>(vii) a check of S's right to work in the United Kingdom was made; and</p> <p>(viii) checks were made pursuant to paragraph 18(2)(e) including the date on which each such check was completed or the certificate obtained; and</p> <p>(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.</p>
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School details

School	Wellow House School
Department for Education number	891/6013
Registered charity number	528234
Address	Wellow House School Newark Road Wellow Nottinghamshire N22 0EA
Website	www.wellowhouse.notts.sch.uk
Proprietor	Alpha Schools Ltd
Chair	Mr Ali Khan
Headteacher	Mr Stephen Thompson
Age range	3 to 13
Number of pupils	189
Date of previous inspection	27 June 2019

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net