



**ISI** Independent  
Schools  
Inspectorate

**PLYMOUTH COLLEGE**

**REGULATORY COMPLIANCE INSPECTION**

**01 and 02 March 2016**



# College's Details

<b>Full Name of School</b>	<b>Plymouth College</b>
<b>DfE Number</b>	<b>879/6004</b>
<b>Registered Charity Number</b>	<b>1105544</b>
<b>Address</b>	<b>Plymouth College Ford Park Plymouth Devon PL4 6RN England</b>
<b>Telephone Number</b>	<b>01752 505100</b>
<b>Email Address</b>	<b>mail@plymouthcollege.com</b>
<b>Headmaster</b>	<b>Mr Jonathan Standen</b>
<b>Chair of Governors</b>	<b>Mr Christopher Robinson</b>
<b>Age Range</b>	2 to 18
<b>Total Number of Pupils</b>	719
<b>Gender of Pupils</b>	Mixed
<b>Number of day pupils</b>	Total: 588
<b>Number of boarders</b>	Total: 131
	Full: 120 Weekly: 11
<b>Early Years Foundation Stage</b>	51
<b>Pupils' Ability</b>	Standardised tests indicate that the ability of the pupils is above the national average in the Prep School and the Senior School and, in the Sixth Form, is in line with the national average for pupils in sixth form education.
<b>Pupils' Needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 83. Two have a statement of special educational needs or an education, health and care (EHC) plan. They require support with personal management. Forty pupils have English as an additional language (EAL), of whom 20 receive support for their English.

# College's Details

---

<b>History of the School</b>	Plymouth College was founded as a school for boys in 1877 and merged with St Dunstan's Abbey School in 2004, its Preparatory (Prep) School, subsequently relocating to the St Dunstan's site. Originally a direct grant grammar school, the school became fully independent in 1976.
<b>Ownership and Governing Structure</b>	The school is a charitable trust which is administered by a board of governors.
<b>School Structure</b>	The Prep School, which includes the EYFS, is located some two miles from the Senior School.
<b>Inspection Dates</b>	<b>01 and 02 March 2016</b>
<b>Other Useful Information:</b>	i) Pupils transfer to the Senior School at the age of 11. ii) Boarding is provided for Senior School pupils.

---

# About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## **SUMMARY EVALUATION**

**The college meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and the requirements of the statutory framework for the Early Years Foundation Stage and associated requirements and no further action is required as a result of this inspection.**

### **PART 1**

#### **Quality of education provided**

The Prep School does not use national tests to determine attainment, using instead its own framework.

At GCSE in the years 2012 to 2014, performance has been above the national average for maintained schools. Performance in IGCSE examinations has been overall higher than worldwide norms. In the sixth form, A-level results in the years 2012 to 2014 have been above the national average for sixth formers in maintained schools and similar to the national average in maintained selective schools. Results in International Baccalaureate examinations have, overall, been similar to worldwide norms.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

**The standards relating to the quality of education [paragraphs 1 - 4] are met.**

### **PART 2**

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

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

**The Regulatory standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3**

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

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

**Regulatory standards relating to welfare, health and safety [paragraphs 6 -16] and the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6-12 and 15 are met.**

## **PART 4**

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

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

**Regulatory standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] and NMS 14 are met.**

## **PART 5**

### **Premises of and accommodation at schools**

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.**

## **PART 6**

### **Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans or English as an Additional Language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

**The standards relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7**

### **Manner in which complaints are handled**

Parental complaints, if any, are handled effectively through a three stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

**The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8**

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

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

**The standards relating to leadership and management of the school [Paragraph 34] and NMS 13 are met.**

# About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman and other members of the governing body. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## Inspectors

Mr Christopher Sanderson	Reporting Inspector
Mrs Jayne Offer	Compliance Team Inspector (Personnel Director, HMC school)
Mr Ian Carter	Accompanying Inspector (Former Head, HMC school)
Mrs Jenny Dwyer	Team Inspector for Boarding (Head, HMC and GSA school)
Mr Peter Goodyer	Team Inspector for Boarding (Deputy Head, HMC school)