



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ABBHEY SCHOOL**

**NOVEMBER 2017**



## CONTENTS

<b>SCHOOL'S DETAILS</b>	<b>3</b>
<b>1. BACKGROUND INFORMATION</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. REGULATORY COMPLIANCE INSPECTION</b>	<b>5</b>
Preface	5
Key Findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	8
<b>3. INSPECTION EVIDENCE</b>	<b>9</b>

### School's details

<b>School</b>	Abbey School			
<b>DfE Number</b>	880/6000			
<b>Address</b>	Abbey School Hampton Court Fore Street St Marychurch Torquay Devon TQ1 4PR			
<b>Telephone number</b>	01803 327868			
<b>Email address</b>	admin@abbeyschool.co.uk			
<b>Headteacher</b>	Mrs Sylvia Greinig			
<b>Proprietor</b>	Mrs Sylvia Greinig			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	134			
	<b>Boys</b>	70	<b>Girls</b>	64
	<b>Pre-school and Nursery</b>	66	<b>Infants</b>	23
	<b>Junior school</b>	45		
<b>Inspection dates</b>	29 to 30 November 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Abbey School is an independent day school for boys and girls aged 2 to 11. The school includes a nursery for babies to 2 years, which was not inspected as part of this inspection. The school is owned by the headteacher who oversees its leadership and management. Founded in 1954, the school occupies approximately 2 acres in St Marychurch, Torquay, with grounds that provide areas for sports and a 'bio garden'. The pre-school and nursery includes the Early Years Foundation Stage (EYFS) provision for children aged 0 to 4; the infants department comprises of pupils aged 5 and 6. Pupils aged 7 to 11 are in the junior school.

### **What the school seeks to do**

- 1.2 The school aims to offer learning opportunities through many co-curricular activities as well as the school curriculum and to recognise and acknowledge success in all areas of school life, to value pupils as individuals and develop happy and independent learners.

### **About the pupils**

- 1.3 Pupils are predominantly from business and professional families and come from Torquay and the south Devon area. Most pupils are of white British ethnicity and a small proportion represent a range of other nationalities. The school's own assessment indicates that the ability of pupils is above average. The school has identified nine pupils as having special educational needs or disabilities (SEND), which include dyslexia and dyspraxia, and all receive additional specialist support. One pupil has a statement of special educational needs and three have English as an additional language (EAL). Pupils who have been identified as being most able are supported by a curriculum that is suitably modified.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 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 identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards.** 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.

**This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards.** 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.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key Findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, or the requirements of the statutory framework for the Early Years Foundation Stage and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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 pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3 – Welfare, health and safety of pupils

- 2.7 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met in most areas, including those relating to fire safety and 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.
- 2.8 Arrangements to safeguard and promote the welfare of pupils are effective in some areas but due regard to current statutory guidance is not given with respect to aspects of safeguarding and health and safety.
- 2.9 **The standards relating to welfare, in paragraphs 6, 8, 9, 10, 12 to 16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraphs 7(a), (b) [safeguarding] and 11 [health and safety] are not all met.**

#### Action point 1

- the school must ensure that it undertakes all checks required by Keeping Children Safe in Education, in particular it must take references before appointment and make checks against the barred list, and the list of those prohibited from teaching [paragraph 7 (a) and (b)].

#### Action point 2

- the school must ensure suitable checks for asbestos are made and keep sufficient records to verify the maintenance, examination and testing of the water systems [paragraph 11].

## **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of supply staff, and the proprietor but the required recruitment checks on staff have not been undertaken prior to the start of employment, in particular, checks of identity, right to work in the UK, medical declarations and enhanced criminal record checks were not received prior to the start of employment.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met, but not all those in paragraphs 18 and 21 are met.**

### **Action point 3**

- **the school must ensure that it has carried out the required recruitment checks for identity, medical fitness, and the right to work in the UK and make appropriate criminal records checks where required before a person’s appointment [paragraph 18(2)(c) (i), (ii) and (iii), (d) and (3)].**

### **Action point 4**

- **the school must ensure that it keeps a suitable single register of appointments, in particular with regard to checks of identity and right to work [paragraph 21(3)(a) (i) and (vii)].**

## **PART 5 – Premises of and accommodation at schools**

- 2.12 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.
- 2.13 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

- 2.14 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.
- 2.15 **The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

- 2.16 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.
- 2.17 **The standard relating to the handling of complaints [paragraph 33] is met.**

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

- 2.18 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, in particular those concerning staff recruitment and health and safety, in order to actively promote the well-being of the pupils.
- 2.19 **The standards relating to leadership and management of the school in sub-paragraphs 34(1)(a), (b) and (c) are not met.**

**Action point 5**

- **the school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge so that the Independent School Standards Regulations are met consistently in order to actively promote the well-being of the pupils [paragraph 34(1)(a), (b) and (c)].**



### **3. INSPECTION EVIDENCE**

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house assemblies. Inspectors visited the facilities for the youngest pupils aged 2 and above, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mr Alistair Telfer

Reporting inspector

Mrs Naomi Fowke

Compliance team inspector (Compliance Officer, HMC School)