



Progress Monitoring Inspection Report

The Study School

September 2023

School's details

School	The Study School			
DfE number	314/6062			
Address	The Study School 57 Thetford Road New Malden Surrey KT3 5DP			
Telephone number	020 8942 0754			
Email address	info@thestudyschool.co.uk			
Headmaster	Mr Ciarán McAuley			
Chair of governors	Mr David Tidmarsh			
Proprietor	Inspired Learning Group			
Age range	2 to 11			
Number of pupils on roll	93			
	EYFS	50	Juniors	43
Date of inspection	12 September 2023			

1. Introduction

Characteristics of the school

- 1.1 The Study School is a co-educational day school located in a residential area of New Malden. The school is owned by Inspired Learning Group which is supported by a board of advisory governors. The school is organised into two sections: an Early Years Foundation Stage (EYFS) setting; and the junior school for pupils in Years 1 to 6. The school has seven pupils who require support for special educational needs and/or disabilities (SEND), one of whom has an education, health and care plan. English is an additional language (EAL) for six pupils. The school's previous inspection was a focused compliance and educational quality inspection in November 2022.

Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection on 22 to 24 November 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2(2)(d) (curriculum)	Met
Part 1, paragraph 2A(1)(d), (e), (f) and (g) (relationships education)	Met
Part 1, paragraph 3(d) and (g) (teaching)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 6, paragraph 32(1)(b) and (c), (3)(a), (b), (d) and (f) (provision of information); EYFS 3.74	Met
Part 7, paragraph 33(b) (complaints); EYFS 3.74	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school's curriculum policy now includes appropriately structured and fully documented provision for personal, social and health education (PSHE) which reflects the school's aims and ethos. The incremental programme of study, which is made available to parents, includes appropriate plans and schemes of work which cover a suitable range of topics. It promotes respect for other people, particularly those with protected characteristics. Themes from PSHE lessons are reinforced in assemblies and form times. The new scheme of work complements the relationships education programme and the school's approach to pastoral care effectively. Staff have now received appropriate training in teaching PSHE from an external specialist.

Quality of education provided – relationships education [ISSR Part 1, paragraph 2A]

- 2.3 The school meets the standard.
- 2.4 Leaders now ensure that relationships education is consistently provided to all pupils. A subject leader for PSHE and relationships education has been appointed and the school has adopted a structured scheme of work, which is in its first year of implementation. This scheme reflects the school's practice and has due regard to relevant statutory guidance. Staff have received training in teaching relationships education. Leaders have consulted appropriately with parents about the policy and any revisions of it, and arrangements for teaching this area of the curriculum. The policy for relationships education is available on the school's website.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 Leaders now ensure that PSHE and relationships education are given suitable teaching time across the school. In addition to staff training, these subjects are being reviewed regularly in staff meetings to promote effective practice. Governors and leaders now monitor teaching and learning outcomes in PSHE and relationships education. Teaching is planned effectively to ensure the content in PSHE and relationships education is suited to the ages and aptitudes of the pupils. Staff are aware of the need to adjust teaching, when necessary, as in other subjects, to meet the additional needs of pupils with SEND or EAL and do so. Pupils' learning in these subjects is suitably recorded in a variety of ways, such as class books for the younger pupils and individual learning journals for older pupils, which enable the effective planning of teaching.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.7 The school meets the standard.
- 2.8 The school's PSHE and relationships education programmes have suitable provision to assess how well pupils have understood and retained learning objectives. A variety of methods are in use, such as self- and teacher-assessment and quizzes at the end of teaching units. Should a pupil demonstrate insufficient knowledge or understanding, additional support is available, such as from the school's emotional literacy support assistant. Staff recognise that since the scheme is at an early stage of

implementation, assessment will require regular review in the future. Leaders have effective plans to amend reporting arrangements this year to enable more focused coverage and feedback on PSHE and relationships education.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.9 The school meets the requirements.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.11 The school meets the standard.
- 2.12 The school continues to implement its safeguarding arrangements effectively, in line with its policy and current statutory guidance. The designated safeguarding lead (DSL) and deputies have undertaken inter-agency safeguarding training from the local authority at an appropriate level for their responsibilities. There is a suitably trained DSL for the EYFS. All other staff receive regular safeguarding training and informal updates in staff meetings. They demonstrate a clear awareness of the importance of listening to pupils and a commitment to recording and reporting concerns to the DSL promptly. Staff report a confident understanding and willingness to use whistleblowing procedures should it be necessary. Induction training for new staff meets requirements.
- 2.13 Safeguarding arrangements, confirmed by records, are well managed and follow local authority guidance to promote the welfare of pupils. Pupils confirm that they have a range of trusted adults in school in whom they may confide any worries and say they receive a response if they do so. They feel safe and happy in school. They are confident that staff take effective action to support them. Records of safeguarding confirm that this occurs in practice. Both pupils and parents are provided with appropriate guidance about online safety and monitoring and filtering of technology is appropriate. The DSL liaises effectively with the board of governors who maintain suitable oversight on behalf of the proprietor and are trained in safeguarding. Records confirm that effective review by governors takes place through an annual safeguarding audit, formal visits to the school when they talk with staff and pupils, and through regular reports from the DSL.

Provision of information [ISSR Part 6, paragraph 32(1)(c); EYFS 3.74]

- 2.14 The school meets the standard and the requirements.
- 2.15 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.
- 2.16 The school's website now contains all other information which the standard requires to be made available. This relates to arrangements for behaviour, anti-bullying, health and safety, and first aid, educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language. All the required information as set out in the EYFS requirements is made available to parents through the school's website, parent handbook, meetings and the school's portal.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS 3.74]

- 2.17 The school meets the standard and the requirements.
- 2.18 The school now makes a suitable complaints policy available to parents by publishing it on its website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.19 The school meets the standard.

2.20 Governors and leaders have taken effective action to address all the action points from the previous inspection. The required action plan has been implemented effectively. Governors and leaders are monitoring outcomes and ongoing progress through observations of PSHE and relationships education as well as discussions with pupils and staff. Governors have supported leaders in adopting new schemes of work and integrating these into the curriculum. As a result, the proprietor ensures that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively, and actively promote the wellbeing of pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chairman of the advisory board and the board level lead for safeguarding and health and safety. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.