

# School inspection report

12 to 14 March 2024

## **Davenies School**

Station Road

Beaconsfield

Buckinghamshire

HP9 1AA

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'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>5</b>
RECOMMENDED NEXT STEPS .....	5
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	7
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>8</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	11
<b>SAFEGUARDING .....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	12
<b>SCHOOL DETAILS .....</b>	<b>13</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>14</b>
<b>INSPECTION DETAILS .....</b>	<b>15</b>

## Summary of inspection findings

1. Governors and leaders prioritise the wellbeing of pupils by consistently monitoring and reviewing their needs. This means that pupils feel listened to and supported. Governors maintain close oversight of the work of the school. They challenge leaders appropriately to ensure leaders have the necessary knowledge to carry out their roles and responsibilities. Governors check the accuracy of the information they receive from leaders. Governors make regular visits to the school. They review policies and monitor that agreed procedures are happening as they should.
2. The broad curriculum and wide-ranging co-curricular and extra-curricular programmes, encourage the development of pupils' self-knowledge, self-esteem and confidence. The Davenies Award Scheme (DAS) enhances pupils' development of positive personal qualities and life skills. For example, group and individual projects encourage leadership, independence, enterprise and empathy.
3. Teachers have secure subject knowledge and typically plan lessons well. They include a variety of activities to engage pupils' interest, challenge them further and so deepen pupils' learning. Sometimes pupils in the upper part of the school are not given sufficient time to think, reflect on learning and complete work.
4. Teachers check pupils' progress. They identify any gaps in pupils' learning and use this information to plan pupils' next steps. Pupils make good progress.
5. Pupils who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL) are well supported. Leaders and teachers develop individual learning plans that set out the personalised support pupils will receive.
6. The early years curriculum draws upon children's interests and needs. The focus on early literacy and mathematics ensures that children in Reception learn these basic skills successfully. This prepares them well for future learning.
7. Leaders actively promote the aims and values of the school through assembly themes and their considerate interactions with pupils and staff. The school values are understood and demonstrated by staff and pupils. Pupils thrive in the school's kind and respectful environment which reflects fundamental British values.
8. Pupils' physical and mental health and social wellbeing is supported through the personal, social and health education (PSHE) and relationships and sex education (RSE) programmes. The pastoral care systems provide time for pupils to reflect on their emotions and discuss concerns. This ensures that pupils develop self-knowledge, confidence in their friendships and understanding of other people.
9. Pupils typically behave well and bullying is rare. The relevant policies are understood by staff and pupils. Pupils are confident that swift action is taken when incidents occur.
10. Pupils contribute to the school community through the school councils and to the wider community through charitable projects. They understand that being a positive contributor to the school and wider communities helps others. Their suggestions for improvements to school life, such as

additional reading pods, benefit all parts of the school. Pupils appreciate that their donations to the local foodbank help people in need. They model the school motto, 'each striving for the good of all'.

11. The school premises and accommodation are well kept, safe and secure. Health and safety checks and maintenance are systematic and thorough. Procedures to reduce the risk of fire are in place.
12. Leaders make sure that the safeguarding policy and procedures are followed diligently. Staff receive regular training so they understand their roles and responsibilities to keep pupils safe. Leaders respond to any concerns promptly, ensuring that pupils receive appropriate support.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

## Recommended next steps

Leaders should:

- ensure that pupils in the upper part of the school are given time to think and consolidate learning in all lessons, to maintain a consistent rate of progress.

## Section 1: Leadership and management, and governance

13. Governors ensure that leaders possess the appropriate knowledge and skills to fulfil their roles by maintaining close oversight of all aspects of the school. Governors analyse and challenge leaders' decision-making processes, act as supportive critical friends and regularly appraise the impact of what leaders do. Governors closely monitor the school's safeguarding and health and safety provision to ensure that pupils and staff are kept safe. Governors spend time working with leaders to assure themselves that policies are well understood and firmly in place. Staff and pupils understand and follow the school's policies because governors and leaders share their expectations clearly and consistently.
14. Leaders, managers and governors promote pupils' wellbeing by considering their needs and regularly evaluating the implementation of policies and pastoral systems. Leaders are knowledgeable about the advice and support offered by external agencies and maintain effective links with them to enhance the wellbeing of pupils.
15. Leaders closely monitor pupils' progress and achievements, check planning documents and observe lessons to ensure that pupils' needs are met.
16. Leaders and managers encourage pupils to recognise and reflect on their emotions and to discuss concerns when they arise. This means that pupils feel supported in their learning and personal development.
17. Leaders evaluate how successfully they promote pupils' wellbeing through regular monitoring and review of academic standards and pastoral systems. This ensures that pupils receive appropriate support.
18. Leaders make sure that appropriate information is available to those who require it. Parents have access to the required information about the school and their children's progress. The local authority is provided with necessary information relating to pupils with an education, health and care (EHC) plan.
19. Governors and leaders have developed robust systems for the assessment of risk in all aspects of school life. Comprehensive risk assessments are completed for all areas of the school premises, activities and educational visits. These are systematically checked and reviewed by leaders to ensure that measures put in place are effective and that any emerging risks are mitigated. Staff understand their role in ensuring the safety of pupils and are vigilant in addressing any potential hazards.
20. Leaders regularly seek pupils' views about their school experience. Pastoral care systems identify and deal with pupils' concerns. Pupils can share any worries or concerns through a number of different channels, such as worry boxes and tutorials.
21. Leaders have a suitable procedure in place should parents want to lodge a complaint. Leaders take parental concerns and complaints seriously. They acknowledge these quickly and investigate thoroughly. Leaders maintain detailed records of actions taken and the resolutions. Leaders review the causes of complaints and resulting outcomes to look for any common issues.
22. Governors and leaders ensure that the Equality Act 2010 requirements are met. The school's accessibility plans prioritise the wellbeing of pupils. Actions such as improving physical access to the

front entrance of the school and increasing the variety and range of texts available mean that pupils who have SEND are able to access the curriculum.

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

**23. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

24. Pupils are taught a broad and interesting curriculum which enables them to develop confident communication and numeracy skills and enthusiasm for learning. They learn about a range of subjects which engage their interest, including French, Spanish, Latin, technology, the arts and sport.
25. The early years curriculum focuses on children's communication and language development. Children are taught how to take turns to speak, listen and ask questions with gentle guidance from their teachers as they discuss their news and play games. They learn to share and work together through activities that help them to understand and manage their feelings. The well-planned literacy and mathematics curriculum supports children to develop early reading, writing and number skills successfully. For example, children use the sounds that letters make to read simple sentences and write in a cursive script using a secure pencil grip. Children recognise, form and count numbers to 20 confidently and understand that a number such as 19 is made up of ten and nine.
26. The English curriculum gives pupils access to a rich variety of literary prose and poetry. Pupils write for different purposes. They use mature vocabulary and different literary devices to interest the reader. For example, pupils in Year 6 understand the effects of rhetorical questions and hyperbole and recognise how to build suspense in their writing. In mathematics, teachers' secure subject knowledge and high expectations enable pupils to develop as confident mathematicians. Pupils build secure mathematical understanding, knowledge and skills to investigate and problem solve. For example, pupils in Year 8 keenly tackle challenging simultaneous equations.
27. Teachers check and record pupils' progress across all subjects. Leaders analyse assessment data to check that sufficient progress is made and to identify where pupils require further support or challenge. This means that pupils' individual needs are understood and appropriate levels of challenge are set.
28. During most lessons pupils have time to respond to challenges, discuss ideas, explain their thinking and persevere with their work. On occasions, pupils in the upper part of the school do not have enough time to complete, consolidate or reflect on their work.
29. Pupils are keen to learn and improve what they know and can do. They are well prepared for the next phase of education.
30. Pupils who have SEND, including those with an educational, health and care (EHC) plan, are identified quickly by leaders and teachers. Leaders and teachers meet pupils' additional needs by developing individual learning plans and providing appropriate levels of support. Teachers regularly check that pupils make good progress. Likewise, pupils with EAL are given appropriate levels of support to access the curriculum and learn successfully.
31. The wide range of co-curricular activities enables pupils to develop their talents and interests in a variety of areas. Pupils achieve success in many areas such as in music and drama, sports matches and tournaments, gymnastics and in computing and mathematics competitions.

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

**32. All the relevant Standards are met.**



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

33. Pupils are encouraged to reflect on their emotions and to develop self-knowledge. This teaches them to manage their emotions and to establish positive relationships with others. Pupils know how to seek support if they need it. A programme of personal development skills and the DAS provide pupils with a range of experiences and activities such as public speaking and team projects to develop their self-confidence and self-esteem.
34. Pupils develop physical fitness through a well-planned programme of physical education. This includes swimming, gymnastics and team sports such as football, rugby, basketball and cricket. The PSHE curriculum encourages pupils to understand how to maintain good physical health through exercise and healthy eating.
35. Pupils understand how to be a good friend and develop positive, respectful relationships. They learn about different faiths, beliefs and cultures through the religious studies (RS) and theology, philosophy and religion (TPR) programmes, alongside assemblies and celebration of festivals. This enables them to understand and appreciate difference.
36. Pupils learn about relationships and sex. Leaders communicate regularly with parents of senior pupils regarding aspects of sex education, offering parents the right to withdraw their children from lessons as appropriate.
37. Leaders and staff teach pupils how to behave through the school's behaviour policy and the Davenies Code. Pupils are supported to manage their emotions. They learn to accept responsibility for the choices they make. A range of rewards including stars, stickers, cups and accomplishment awards encourage pupils' good behaviour. When poor behaviour occurs, it is dealt with quickly and effectively. Age-appropriate sanctions are given fairly and consistently. In the early years staff set clear expectations for positive behaviour in line with the school's values. For example, they reward kindness and turn-taking with stickers and praise.
38. Staff are trained to recognise and deal with bullying. Any incidents are dealt with and support is given to the pupils involved. Records are maintained appropriately and systematic analysis by leaders identifies any triggers and patterns that need to be addressed.
39. Pupils learn about leadership through a variety of team activities such as business enterprise tasks and the Endeavour Projects in which they research and deliver talks on a chosen topic. Roles of responsibility enable pupils to put leadership and mentoring skills into practice, for example as sports captains and pre-prep mentors. Senior pupils become positive role models to younger pupils. They demonstrate confidence, initiative, commitment and empathy. Pupils develop the skills and knowledge to plan projects and events, inspire teams, solve problems, communicate ideas, delegate and mentor.
40. Staff in the early years encourage children's personal, emotional and physical development through a variety of engaging, age-appropriate activities and support from staff. Children thrive in the caring early years environment. Children relish the chance to play outside and to explore the natural wooded environment. Teachers model and guide children in how to treat others, understand their feelings and participate in a range of physical activities.

41. The premises and facilities are well maintained. The school provides a spacious and comfortable environment in which pupils' physical and mental health and emotional wellbeing are promoted. Leaders make sure that the relevant health and safety laws are followed so that pupils learn in a safe and secure environment.
42. Pupils are appropriately supervised by staff throughout the school day and during extra-curricular activities. The school's admission and attendance registers are maintained appropriately and the local authority is informed when pupils join or leave the school at non-standard times.
43. Well-qualified staff deal with medical issues in a timely and competent manner. All staff are first aid trained to an appropriate level.

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

44. All the relevant Standards are met.

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

45. The PSHE curriculum and a range of community projects enable pupils to understand how they can support the lives of others and contribute to society. Pupils take part in activities such as beach cleaning. They run an occasional school café and use the profits to buy goods for the local foodbank.
46. Leaders encourage pupils to make a difference to their school community and listen to suggestions made by the school councils. Pupils understand that others may hold different opinions and beliefs to their own. Pupils show kindness and respect for others
47. The comprehensive PSHE programmes help pupils to develop an understanding of democracy, the rule of law, individual liberty, and mutual respect for those with different faiths or beliefs. These values are promoted in all aspects of school life. Pupil elections for the school, eco and food councils give pupils insight into the democratic processes.
48. The PSHE curriculum, the Senior Society and the Year 8 Experience Programme provide pupils with suitable careers and life skills guidance. Visiting speakers from different professions give older pupils insight into the skills and aptitudes needed for different careers. Pupils understand the relevance of the skills and knowledge they learn now to their future lives, for example collaboration, empathy and leadership. Pupils develop teamwork, leadership and public speaking skills. Pupils deliver assured and eloquent presentations to their peers about future careers and routes of study. In business-related projects pupils demonstrate understanding of global target markets and how to design, cost and promote products.
49. The youngest children are sensitively guided to work and play together happily. They take turns, show respect for each other and perform together to an audience.
50. Pupils develop a clear understanding of right and wrong. Pupils are taught to understand the impact their behaviour choices can have on others. They support one another as playground friends and peer mentors. Positions of responsibility such as head pupils, house captains, mentors, sports captains, subject leaders, librarians, and pre-prep leaders help to develop pupils' self-confidence, leadership skills and empathy. Educational visits, including day trips and residential experiences, promote pupils' social development and independence.
51. The curriculum and effective teaching consistently promote British values. Topical news items are presented in a manner that ensures pupils are offered a balanced view. Collaborative tasks in subjects such as maths and history enable pupils to work together in a mutually supportive environment. Joint workshops with other schools help pupils prepare for transition to co-educational senior schools and life in British society.

### The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

**52. All the relevant Standards are met.**

## Safeguarding

53. Governors and leaders maintain close oversight of safeguarding arrangements to ensure that the school's policy and practices meet the requirements of statutory guidance. Governors review the impact of the safeguarding policy and procedures through leaders' regular reports and visits to the school.
54. Those leaders with responsibility for safeguarding make sure they are well informed about local procedures. They receive regular safeguarding training at the appropriate level so that their knowledge and skills are up to date. Staff and governors receive comprehensive safeguarding training on joining the school, followed by regular updates. They are aware of their safeguarding responsibilities and know the correct procedures for reporting child protection concerns, including those relating to radicalisation.
55. Leaders take effective measures to manage risk and protect pupils from harm. They manage concerns well. Leaders work effectively with external agencies. They seek advice when concern for a pupil is raised and make timely referrals to children's services when needed.
56. The PSHE and computing programmes teach pupils how to stay safe in various situations, including when online. Leaders have put a filtering system in place to help protect pupils from online risks.
57. Leaders make sure that pupils know how they can get support. This includes knowing how to use a wellbeing app, worry boxes and the staff to contact. Pupils know how to communicate concerns and are confident that they will be helped.
58. Leaders and governors ensure that appropriate safer recruitment procedures are followed. The required pre-employment checks are completed for all staff, volunteers and governors before they start to work at the school. A record of appointment checks is kept accurately.

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

- 59. All the relevant Standards are met.**

## School details

<b>School</b>	Davenies School
<b>Department for Education number</b>	825/6004
<b>Registered charity number</b>	313120
<b>Address</b>	Davenies School Station Road Beaconsfield Buckinghamshire HP9 1AA
<b>Phone number</b>	01494 685400
<b>Email address</b>	office@davenies.co.uk
<b>Website</b>	www.davenies.co.uk
<b>Proprietor</b>	Beaconsfield Educational Trust
<b>Chair</b>	Mr Nicholas Edwards
<b>Headteacher</b>	Mr Carl Rycroft
<b>Age range</b>	4 to 13
<b>Number of pupils</b>	348
<b>Date of previous inspection</b>	1 to 3 October 2019

## Information about the school

60. Davenies School is an independent day school for male pupils aged between four and 13 years. It is owned by the Beaconsfield Educational Trust. The school is a charitable trust overseen by a board of governors.
61. The school occupies one site and consists of a pre-preparatory department for pupils aged four to seven and a preparatory part for pupils aged seven to 13.
62. There are 39 children in the early years part of the school, comprising two Reception classes.
63. The school has identified 33 pupils who have SEND. A very small proportion of pupils in the school have an education, health and care (EHC) plan.
64. There are a small number of pupils who speak English as an additional language.
65. The school states its aims are to engage, inspire and challenge pupils by offering academic excellence, modern teaching techniques alongside traditional values, and a vibrant, caring, inclusive environment. It seeks to develop young men who are curious, motivated and ambitious in their learning, and courteous, confident, thoughtful and independent in their character.

## Inspection details

### Inspection dates

12 to 14 March 2024

66. A team of four inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**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](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)