



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Appleford School

October 2018



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School's Details

School	Appleford School			
DfE number	865/6008			
Address	Appleford School Elston Lane Shrewton Salisbury Wiltshire SP3 4HL			
Telephone number	01980 621020			
Email address	headspa@appleford.wilts.sch.uk			
Headteacher	Mr David King			
Proprietor	Dr Peter Gardner			
Age range	7 to 19			
Number of pupils on roll	132			
	Boys	82	Girls	50
	Day pupils	70	Boarders	62
	Lower School	35	Upper School	86
	Sixth form	11		
Inspection dates	10 to 11 October 2018			

1. Background Information

About the school

- 1.1 Appleford School is a co-educational day and boarding school for pupils aged between 7 and 19 years, and is located on an 8-acre rural site near Salisbury. It comprises a Lower School, Upper School and sixth form. Founded in 1988, the school has a Christian character. It has close links with the local church, and accepts pupils of other faiths or no faith. The school's residential provision is inspected separately by another inspectorate.
- 1.2 The school is proprietorial, with limited company status, and has an advisory board.
- 1.3 Since the last inspection the school has introduced GCSE and A-level programmes.

What the school seeks to do

- 1.4 The school aims to provide a high quality education for pupils with dyslexia and associated learning difficulties including dyscalculia, dyspraxia, autism spectrum condition, and attention deficit hyperactivity disorder. Its objectives are to enable pupils to realise their full potential and to develop the self-respect, self-reliance and self-discipline they are seeking.

About the pupils

- 1.5 Pupils come from a wide range of backgrounds and from different areas of the United Kingdom and abroad. The school's own assessment data indicate that the ability of pupils is broadly average. The school has identified all pupils as having special educational needs and/or disabilities, all of whom receive additional specialist help. 66 pupils have an education, health and care plan and 2 have a statement of special educational needs. English is an additional language for 2 pupils, neither of whom require support in this regard. The school does not identify pupils as being the most able in the school's population because it focuses on addressing the specific learning difficulties of individual pupils, seeking to enable every pupil to achieve to the best of their ability through personalised learning programmes and interventions.

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. 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 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 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.

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.](#)

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the lower school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been improving year on year but the number of pupils taking the examinations is small and comparison with the national average for maintained schools is not possible. The school uses its own framework to determine attainment.
- 2.4 In the sixth form, the small number of pupils taking A-level examinations in the first year of entries, 2018, means that it is not possible to make comparison with the national average for sixth formers in maintained schools. The school uses its own framework to determine attainment.
- 2.5 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.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.

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

PART 6 – Provision of information

2.15 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 any 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, 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 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 well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

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 form meetings. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Andrew Farren

Reporting inspector

Ms Joanna Leach

Team inspector (headteacher, IAPS school)