



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report**

**Brabyns Preparatory School**

**November 2021**

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### School's Details

<b>School</b>	Brabyns Preparatory School			
<b>DfE number</b>	356/6004			
<b>Address</b>	Brabyns Preparatory School 34–36 Arkwright Road Marple Stockport Cheshire SK6 7DB			
<b>Telephone number</b>	0161 427 2395			
<b>Email address</b>	admin@brabynsprepschool.co.uk			
<b>Head</b>	Mrs Lindsay McKenna			
<b>Proprietor</b>	Bellevue Education			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	121			
	<b>EYFS</b>	32	<b>Juniors</b>	89
<b>Inspection dates</b>	3 to 5 November 2021			

## 1. Background Information

### About the school

- 1.1 Brabyns Preparatory School is an independent day school owned by the Bellevue Education Group and overseen by an education committee of directors. The school was founded in 1899 and is located in Marple, on the Cheshire and Derbyshire border. Set on a one-acre site, the school occupies two buildings in a suburban environment. It comprises a Nursery and Preparatory school.
- 1.2 During the period March to June 2020, the whole school remained open only for children of key workers.
- 1.3 During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school aims to nurture, engage and enable every pupil to achieve their best, become excellent citizens, and know the difference between right and wrong. It seeks to create a warm, safe, family atmosphere, in small class groups, and to use every learning opportunity so that pupils can develop their individual talents.

### About the pupils

- 1.9 Pupils come from a range of professional and business family backgrounds living locally and in nearby towns and villages. The school's own assessment data indicate that the ability of pupils is above average. It has identified 25 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and specific learning difficulties, 18 of whom receive additional specialist support. Two pupils have an education, health and care plan or a statement of special educational needs. English is an additional language for three pupils, whose needs are supported by classroom teachers. Data used by the school identifies more able pupils and the lessons are modified for them through the provision of challenge.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report 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, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## 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, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the junior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 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. Safeguarding requirements are met in some areas. Arrangements are made to promote the welfare of pupils, the safeguarding policy meets requirements, staff training is in place, and there are measures in place to handle allegations and respond to peer-on-peer abuse, sexual harassment, racial issues and concerns about pupils with mental illness.
- 2.9 The school has not carried out all required recruitment checks promptly.
- 2.10 The standards relating to welfare, health and safety in paragraphs 6 and 8–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance] is not met.**

### **Action point 1**

**The school must ensure that arrangements are made to safeguard and promote the welfare of pupils by ensuring that prohibition from management checks are carried out, as required by statutory guidance [paragraph 7(a) and (b); EYFS 3.7, 3.9 and 3.11].**

#### **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 pupils' 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 published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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 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, and they actively promote the well-being of the pupils.
- 2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.**

#### **Action point 2**

**The school must ensure 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 [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 chair of the education committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. 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

Miss Katherine Haynes

Reporting inspector

Mr Alastair Thomas

Compliance team inspector (Headmaster, IAPS school)