



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

CLEVELANDS PREPARATORY SCHOOL

APRIL 2018



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SCHOOL'S DETAILS

School	Clevelands Preparatory School			
DfE number	350/6011			
Address	425 Chorley New Road Bolton BL1 5DH			
Telephone number	01204 843898			
Email address	secretary@clevelandsprepschool.co.uk			
Headteacher	Mrs Lesley Parlane			
Proprietor	Mr Ali Khan			
Age range	3 to 11			
Number of pupils on roll	113			
	Boys	54	Girls	59
	EYFS	27	Infants	23
	Juniors	63		
Inspection dates	18 to 19 April 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Clevelands Preparatory School is a coeducational day school for pupils from age three to eleven years. Founded in 1962, the school moved to its present site in 2001. The school is owned by Alpha Schools Holdings Ltd. A board of three directors, including the sole proprietor, forms the governing body.
- 1.2 Since the previous inspection a new assessment system has been introduced and a new behaviour policy implemented.
- 1.3 The Early Years Foundation Stage comprises the nursery and Reception class, with Years 1 and 2 comprising the infants department, and Years 3 to 6 the junior department. All classes are housed in the main school building with the nursery housed separately in a former stable block.

What the school seeks to do

- 1.4 The school's aim is to enable every child to develop emotionally, spiritually, physically and academically in a caring environment, and for each child to foster high expectations of themselves; preparing every pupil for the next phase in their education with confidence, positive memories and lasting benefits of their time at the school.

About the pupils

- 1.5 The school has a diverse population of pupils from a range of different cultures and nationalities reflecting the locality within which the school is situated.
- 1.6 Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified seven pupils as having special educational needs and/or disabilities, which include dyslexia, one of whom receives additional specialist help. No pupil has an education, health and care plan or a statement of special educational needs. English is an additional language for 16 pupils, whose needs are supported by classroom teachers and a specialist teacher. Data used by the school identifies more able pupils and those with talents in sport and creative arts, for whom additional provision is made.

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, 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 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 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 The school ensures that good behaviour is promoted and bullying is prevented so far as reasonably practicable; 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 are not made to safeguard and promote the welfare of pupils and due regard is not paid to current statutory guidance. Appropriate checks on the medical suitability of staff, required as part of having regard to *Keeping Children Safe in Education*, are not carried out consistently.
- 2.9 Health and safety requirements relating to fire safety are not fully in place. There is no competent person appointed with sufficient training, experience and knowledge. Staff and others working on the school site are not provided with suitable fire safety information.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-11, 13-16, 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) and (b) [safeguarding] and 12 [fire] are not met.**

Action point 1

- **the school must ensure that arrangements are in place to promote the welfare of pupils by ensuring checks on the medical suitability of staff are in place [ISSR Part 3, paragraph 7(a) and (b)]**

Action point 2

- **In order to meet the requirements of the Fire Safety Reform Order 2005, the school must appoint a competent person with sufficient training, experience and knowledge to assist in taking preventative and protective measures. [ISSR Part 3, paragraph 12]**

Action point 3

- the school must ensure that it provides staff and others working on the school site with suitable fire safety information [ISSR Part 3, paragraph 12]

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

- 2.11 The school makes appropriate checks to ensure the suitability of proprietors and a register is kept as required.
- 2.12 The required recruitment checks have not been carried out on all staff prior to the start of employment; checks of medical fitness were not undertaken.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17, 18(2)(a), (b), (c)(i), (iii) and (iv), (d) and (e), 18(4), 20 and 21 are met but those in paragraph 18(2)(c)(ii) and 18(3) are not met.**

Action point 4

- the school must ensure that appropriate checks to confirm a member of staff's medical fitness are carried out before the commencement of employment [ISSR Part4, paragraph 18(2) (c)(ii) and (3)]

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management actively promote the well-being of the pupils.
- 2.21 The proprietor has not discharged their responsibilities effectively so that the independent school standards are met consistently. Leadership and management are not thorough in ensuring that pupils are effectively safeguarded by ensuring that all appropriate recruitment checks are completed before staff commence employment at the school. Leadership and management do not demonstrate sufficient rigour in relation to fire safety. Leaders and managers have not appointed a competent person with sufficient training, expertise and knowledge to oversee the school's fire safety arrangements. Visitors to the school are not provided with suitable fire safety information.
- 2.22 The standard relating to leadership and management of the school in sub-paragraph 34 (1)(c) is met but those in sub-paragraphs 34 1(a) and (b) are not met.**

Action point 5

- **the school must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently [ISSR Part 8, paragraph 34 (1)(a) and (b)]**

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 assemblies. Inspectors visited a variety of 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

Ms Adrienne Richmond

Reporting inspector

Mr Kenneth Evans

Compliance team inspector (Former Bursar, IAPS School)