



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

COPTHORNE PREPARATORY SCHOOL

FEBRUARY 2018



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SCHOOL'S DETAILS

School	Copthorne Preparatory School			
DfE number	936/6438			
Address	Copthorne Preparatory School Effingham Lane Copthorne West Sussex RH10 3HR			
Telephone number	01342 712311			
Email address	office@copthorneprep.co.uk			
Head	Mr Christopher Jones			
Chair of governors	Mrs Kathryn Bell			
Age range	2 to 13			
Number of pupils on roll	353			
	Boys	193	Girls	160
	Capacity for flexi boarding			22
	EYFS	93	Juniors	215
	Seniors	45		
Inspection dates	21 to 22 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Copthorne Preparatory School is a co-educational day school for pupils between the ages of 2 and 13 years. It was originally founded in 1902 as a boarding school for boys. The school is owned by a registered charity and has a governing body. The chair of the governors was appointed in December 2017.
- 1.2 The school comprises the Nursery for children aged 2 to 4 years, pre prep for pupils from Reception to Year 2, and prep for pupils from Years 3 to 8.

What the school seeks to do

- 1.3 The school aims to develop its pupils' confidence, provide them opportunities and help them realise their potential through a desire for excellence within a creative curriculum which seeks to provide opportunities for children to be challenged, to be curious and to develop as independent learners. It strives to provide a nurturing environment where all children are happy, valued and encouraged to develop as individuals through strong, proactive pastoral care based on traditional Christian values of mutual respect and tolerance towards all members of the community.

About the pupils

- 1.4 Pupils are drawn from a range of professional families who mostly live within ten miles of the school. Their backgrounds reflect the ethnicity of the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified forty-four pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and other conditions, thirty-one of whom receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. Sixteen pupils have English as an additional language (EAL), all of whom receive in-class support from staff. Data used by the school have identified thirty-nine pupils as the most able in the its population, and the curriculum is modified for them and for twenty-three other pupils due to their special talents in music, drama and sport.

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. The inspection of schools that have early years settings not requiring registration similarly records 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, 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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, including the boarding NMS. 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](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, 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. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Arrangements are made to safeguard and promote the welfare of pupils, but recruitment checks as required by current statutory guidance are not always carried out, where applicable, before staff commence employment at the school, including on those staff who care for, train, supervise or are in charge of boarders.
- 2.10 The standards relating to welfare, health and safety in paragraphs 6, 9–16, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–4, 6–10, 12, 15 and 16 are met but those in paragraphs 7(a) and (b), 8(a) and (b) and in NMS 11 [safeguarding] are not met.**

Action point 1

- **the school must ensure that all recruitment checks required by current statutory guidance, including checks on the right to work in the United Kingdom and checks against the lists of those prohibited from teaching, where applicable, are completed before staff, including those who care for, train, supervise or are in charge of boarders, commence employment at the school [paragraphs 7(a) and (b), 8(a) and (b), and, for the same reason, NMS 11]**

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

- 2.11 Visitors to boarding accommodation are appropriately supervised.
- 2.12 The required recruitment checks on staff, including those who care for, train, supervise or are in charge of boarders, have not always been undertaken and correctly recorded on all staff prior to the start of employment; in particular, checks on the right to work in the United Kingdom
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(c)(iii), 18(2)(f), 18(3), 21(3)(a)(vii), and NMS 14.1 are not met.**

Action point 2

- **the school must ensure that all the required recruitment checks on staff, including those who care for, train, supervise or are in charge of boarders, are carried out, and correctly recorded where relevant, before each person starts working at the school, including their right to work in the United Kingdom. [paragraphs 18(2)(c)(iii), 18(2)(f), 18(3), 21(3)(a)(vii), and, for the same reason, NMS 14.1]**

PART 5 – Premises of and accommodation at schools

2.14 Suitable toilet, changing and showering facilities for pupils 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 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. A suitable statement of boarding principles and practice is published by the school.

2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are 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, and identifying those relating to the boarding provision.

2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are 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 does not ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met.
- 2.22 The standard relating to leadership and management of the school in sub-paragraph 34(c) [promotion of pupil well-being] is met, but those in sub-paragraphs 34(a) and (b) [knowledge and skills and fulfilment of responsibilities] and NMS 13.1, 13.3, 13.4, 13.5 and 13.8 are not met.**

Action point 3

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are met [paragraph 34(a) and (b) and, for the same reason, NMS 13.1, 13.3, 13.4, 13.5 and 13.8]**

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and 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

Mrs Serena Alexander	Reporting inspector
Miss Claire Bailey	Compliance team inspector (Deputy head, IAPS school)
Mr Richard Evans	Team inspector for boarding (Head, IAPS school)