



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Cundall Manor School

May 2021

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School's Details

School	Cundall Manor School		
DfE number	815/6022		
Registered charity number	529540		
Address	Cundall Manor School Cundall York North Yorkshire YO61 2RW		
Telephone number	01423 360200		
Email address	head@cundallmanor.org.uk		
Headmistress	Mrs Amanda Kirby		
Chair of governors	Mrs Rachel Powell		
Age range	2 to 16		
Number of pupils on roll	370		
	Day pupils	352	Boarders 18
	Pre-prep	53	Prep 144
	Upper school	173	
Inspection dates	12 to 14 May 2021		

1. Background Information

About the school

- 1.1 Cundall Manor is a co-educational day and boarding school for pupils aged two to sixteen years. The school was founded on its present site in 1959. The school is split into three sections; the pre-preparatory department, which includes the Early Years Foundation Stage (EYFS) setting and Years 1 and 2 classes; the preparatory department, for pupils in Years 3 to 8; and the upper school comprising Years 9 to 11. Boarders are accommodated within the main school building, separated according to gender. The school is a charitable trust, administered by a board of trustees, who are its governors. Since the previous inspection, a new chair of the governing body has been appointed.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. During this period of closure, the school provided remote learning materials for all pupils including the Nursery.
- 1.3 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.
- 1.4 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.
- 1.5 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.
- 1.6 In 2020, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded. Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to deliver a broad and balanced curriculum that meets the needs of all pupils in a happy, nurturing environment. It strives to promote self-worth, confidence, good judgement and independence in pupils. Furthermore, it endeavours to promote equal opportunities for all.

About the pupils

- 1.8 Pupils come from a range of professional and rural backgrounds, mostly living within a 15-mile radius of the school. National standardised test data provided by the school indicate that the ability of the pupils in the prep and upper school are broadly average. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 42 of whom receive specialist additional support. One pupil has an education, health and care plan. English is an additional language (EAL) for four pupils, whose needs are supported by their classroom teachers and for some, additional support. Data used by the school have identified 39 pupils as being the most able in the school's population, and the curriculum is modified for them and for 18 others because of their particular talents in sport, art, music or drama.

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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, 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 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](#), [National Minimum Standards for Boarding Schools](#), [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, the National Minimum Standards for Boarding Schools, 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 In the prep school, 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 At GCSE in the years 2018 to 2020, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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. 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.
- 2.8 **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

- 2.9 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 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.
- 2.11 Whilst the school has a suitable safeguarding policy, it is not implemented effectively. The school has not ensured that all checks, including disqualification declarations where relevant in EYFS, have been completed for all staff before appointment. Checks against prohibition from leadership and management directions have not been correctly undertaken prior to appointment for some governors. The standard on child protection (NMS 11) is consequently not met and represents a failure to safeguard boarders.

- 2.12 The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010 [accessibility plan], 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 paragraph 7 [safeguarding] and paragraph 8 [safeguarding of boarders] and NMS 11 [child protection] are not met.

Action point 1

- the school must ensure that it conducts all checks for staff, including those for disqualification under the Child Care Act 2006, prior to appointment [Part 3, paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.9 and 3.14]

Action point 2

- the school must ensure that all prohibition from leadership and management checks are undertaken prior to appointment [Part 3, paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.9]

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

- 2.13 The school does not use supply staff. Checks undertaken show that proprietors are suitable for their role. A suitable single central register of appointments is maintained. Visitors to boarding accommodation are appropriately supervised.
- 2.14 Not all recruitment checks have been carried out in a timely manner before staff commence work.
- 2.15 The standards in paragraph 20 [suitability of proprietors] and paragraph 21 [keeping an appropriate single central register of appointments] are met but those relating to the suitability of those in contact with pupils at the school in paragraph 18 [suitability of staff] and NMS 14 [staff recruitment in boarding schools] are not met.

Action point 3

- the school must ensure that all the required recruitment checks on staff, in particular checks of medical fitness, are completed before they commence their roles at the school [paragraph 18(3); NMS 14.1; EYFS 3.9]

PART 5 – Premises of and accommodation at schools

- 2.16 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.17 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

- 2.18 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. A suitable statement of boarding principles and practice is published by the school.

2.19 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

2.20 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.

2.21 **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

2.22 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, and they actively promote the well-being of the pupils. The school's proprietor has monitored the effectiveness of leadership and management and delivery of boarding and welfare provision in the school.

2.23 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored. However safeguarding and safer recruitment procedures are not correctly implemented in line with current statutory guidance.

2.24 **The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

Action point 4

- **the school must ensure that those with responsibility for leadership and management of the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities so that all of the independent school standards are met consistently and that they promote the well-being of pupils, including boarders [paragraph 34 (1)(a), (b) and (c); NMS 13.1 and 13.3 - 13.5]**

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 and a group of governors and attended form meetings. Inspectors visited boarding houses and 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

Mr Geoffrey Marston

Reporting inspector

Mr Bill Burn

Compliance team inspector, (Former deputy head, HMC school)

Mrs Lucy Matthews

Team inspector for boarding (Deputy head, HMC school)