



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Great Ballard School

November 2018



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School's Details

School	Great Ballard School			
DfE number	938/6174			
Address	Great Ballard School Eartham Chichester West Sussex PO18 0LR			
Telephone number	01243 814236			
Email address	office@greatballard.co.uk			
Headmaster	Mr Richard Evans			
Proprietor	Mrs Susan Jay			
Age range	2 to 13			
Number of pupils on roll	130			
	Boys	56	Girls	74
	Day pupils	122	Boarders	8
	EYFS	26	Juniors	81
	Seniors	23		
Inspection dates	7 to 8 November 2018			

1. Background Information

About the school

- 1.1 Great Ballard School is a proprietorial independent co-educational day and boarding school for pupils aged from two to thirteen years. It provides flexible boarding facilities from the age of seven and nursery provision during term-time and school holidays. The school was founded in 1924 and moved to its present location in 1961.
- 1.2 The school is supported by a board of governance which comprises the proprietor, her husband, their son, the headmaster and a number of advisory member who make up the Education, Health and Safety, Strategy and Marketing committees.
- 1.3 Teaching accommodation is centred around a restored mansion set in wooded countryside.

What the school seeks to do

- 1.4 The school sets out to build a Christian community that respects all its members and encourages pupils to do their best. Within a focused learning environment, and excellence in academic and non-academic education, it aims to develop the full potential of each pupil, so that they make the most of their subsequent education, and become successful and responsible members of society.

About the pupils

- 1.5 Most pupils are of white British origin and come from professional families who reside in the local area, although a number have international backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 26 pupils as having special educational needs and/or disabilities, which include dyslexia, dyscalculia, Attention-Deficit Hyperactivity Disorder and autistic spectrum conditions, all of whom receive additional support. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language for six pupils, four of whom receive additional support for their English. Data used by the school have identified ten pupils as being the most able in its population. The curriculum is modified for them, and for sixteen other pupils, because of their special talents in sport, music, art and drama.

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 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 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 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. Residential staff are appropriately trained and deployed.
- 2.9 The safeguarding policy and procedures are appropriate and staff are suitably trained. However, recruitment checks on staff, in particular those who are peripatetic, against the children's barred list, for prohibitions from teaching, references and employment history, required by *Keeping Children Safe in Education (September 2018)*, are not always carried out before staff commence employment at the school, including on those staff who care for, train, supervise, visit 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, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7(a) and (b), 8(a) and (b), and NMS 11 [safeguarding] are not met.**

Action point 1

- the school must ensure that all required checks are made on all staff prior to appointment, in particular those who are peripatetic, against the Children’s Barred List, for prohibitions from teaching, references and employment history, including those staff who care for, train, supervise, visit or are in charge of boarders, [paragraphs 7(a) and (b), 8(a) and (b) and NMS 11].

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

- 2.11 The school makes appropriate checks to ensure the suitability of supply staff and proprietors. The school does not make arrangements for guardianship.
- 2.12 The school does not make all the appropriate checks to ensure the suitability of staff. Supervision for visitors to boarding houses is not always suitable. The single central register does not include all required information relating to staff.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met but the standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(c)(ii), 18(2)(f) and 18(3); 21(3)(a)(i-iv, vii), 21(3)(b) and 21(4); NMS 14.1, 14.3 and 14.4 are not met.**

Action point 2

- the school must ensure that all required checks for all members of staff, are carried out prior to appointment, in particular, medical checks for peripatetic staff [paragraph 18(2)(c)(ii), 18(2)(f), 18(3)] and that all required checks are recorded appropriately in the SCR [paragraph 21(3)(a)(i-iv, vii), 21(3)(b) and 21(4); and, for the same reason, NMS 14.1].

Action point 3

- the school must ensure that visitors to boarding houses are appropriately supervised and all required checks are undertaken [NMS 14.1, 14.3 and 14.4].

PART 5 – Premises of and accommodation at schools

- 2.14 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. 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 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. 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 proprietors have not discharged their responsibilities over time to ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge, fulfil their responsibilities effectively and actively promote the well-being of the pupils. Appropriate leadership and management of boarding do not fully ensure that the required policies and records are maintained and effectively monitored. Staff recruitment checks are not undertaken in a timely manner, and not all required records are maintained and monitored by the school, notably the single central record of staff recruitment.
- 2.21 The standards relating to leadership and management of the school in paragraph 34 (1)(a), (b) and (c); NMS 13.1, 13.3, 13.4, 13.5 and 13.8 are not met.**

Action point 4

- **the proprietor must ensure that the leadership and management of the school develop the skills and knowledge they need to enable them to fulfil their responsibilities, meet the required standards and actively promote the wellbeing of children [paragraph 34(1)(a), (b) and (c)]; and NMS 13.1, 13.3-13.5 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 proprietor and an advisory governor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended an assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the 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

Mrs Sara Wiggins	Reporting inspector
Miss Mary Sansom	Compliance team inspector (Compliance and training manager, GDST)
Mr Alastair Speers	Team inspector for boarding (Headmaster, IAPS school)