



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Rydes Hill Preparatory School

November 2021

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School's Details

School	Rydes Hill Preparatory School			
DfE number	936/6049			
Registered charity number	299411			
Address	Rydes Hill Preparatory School Rydes Hill House Aldershot Road Guildford Surrey GU2 8BP			
Telephone number	01483 563160			
Email address	Enquiries@rydeshill.com			
Headteacher	Mrs Sarah Norville			
Chair of governors	Mrs Katie Cardona			
Age range	3 to 11			
Number of pupils on roll	135			
	EYFS	46	Juniors	89
Inspection dates	10 to 12 November 2021			

1. Background Information

About the school

- 1.1 Rydes Hill Preparatory School is an independent Catholic School day school, educating female pupils from three to eleven years and male pupils from three to seven years. It was founded in 1945 by the Daughters of Mary and Joseph. In 1989, ownership transferred to a charitable trust established to continue the work of the foundation order. The charity's trustees act as the board of governors and hold proprietorial responsibility.
- 1.2 During the period March to August 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 vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school seeks to foster in pupils the Christian virtues of love, kindness, faith, courage, hope and perseverance. It aims to develop pupils' individual talents, to encourage them to be the best they can be and to prepare them for a changing and diverse world.

About the pupils

- 1.9 Pupils come mainly from a range of professional and business backgrounds, mostly living within forty minutes traveling time of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified twelve pupils as having special educational needs and/or disabilities (SEND) including dyslexia, speech and language difficulties, and medical conditions, and additional support is provided for them as required. No pupil has an education, health and care (EHC) plan. Twenty-two pupils have English as an additional language (EAL) and receive support in this regard. The school has identified ten pupils as being more able; these pupils have access to an extended curriculum.

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, 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’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. 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.
- 2.9 The school does not make arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. The school does not make the required checks against the Children’s Barred List when a DBS check is delayed. Nor does it apply for a DBS check before all staff start work at the school.
- 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 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996] are met, but that in paragraph 7 [safeguarding] is not met.**

Action point 1

When a DBS check for new staff is delayed the school must ensure a check against the barred list is made [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

Action point 2

The school must rectify promptly any outstanding DBS checks and ensure such checks are made for all staff before an appointment is made [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

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 in paragraphs 18–21 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 does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively and they actively promote the well-being of the pupils. The proprietor has failed to ensure that the school consistently follows statutory guidance in its recruitment procedures.
- 2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 3

The proprietors must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so they actively promote the well-being of the pupils. The school must consistently follow statutory guidance in its recruitment procedures [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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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

Mr Timothy Cannell

Reporting inspector

Mr Paul Lane

Compliance team inspector (Director of finance and operations, IAPS school)