



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

### **Seaton House School**

**November 2019**



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### School's Details

|                                  |  |    |                |     |
|----------------------------------|--|----|----------------|-----|
| <b>School</b>                    | Seaton House School  |    |                |     |
| <b>DfE number</b>                | 319/6062   |    |                |     |
| <b>Registered charity number</b> | 800673   |    |                |     |
| <b>Address</b>                   | Seaton House School<br>67 Banstead Road South<br>Sutton<br>Surrey<br>SM2 5LH |    |                |     |
| <b>Telephone number</b>          | 020 8642 2332  |    |                |     |
| <b>Email address</b>             | office@seatonhouse.sutton.sch.uk   |    |                |     |
| <b>Headteacher</b>               | Mrs Ruth Darvill   |    |                |     |
| <b>Chair of governors</b>        | Mrs Judith Evans   |    |                |     |
| <b>Age range</b>                 | 2 to 11  |    |                |     |
| <b>Number of pupils on roll</b>  | 160  |    |                |     |
|                                  | <b>EYFS</b>  | 40 | <b>Juniors</b> | 120 |
| <b>Inspection dates</b>          | 20 to 21 November 2019   |    |                |     |

## **1. Background Information**

### **About the school**

- 1.1 Seaton House School is an independent day school for pupils aged between 2 and 11 years on two sites in Sutton, Surrey. It is registered as a single-sex school for female pupils. The school is a registered charity overseen by a board of governors. The school was founded in 1930 by Violet Henry, who continued as principal until her death in 1976. The school was purchased from her family by parents in the early 1990s and an educational trust was formed. A new headteacher has been appointed in August 2019.

### **What the school seeks to do**

- 1.2 The school's aim is to provide children with a thorough educational grounding in a secure, stimulating, caring, friendly environment in which individual pupils are encouraged and challenged to fulfil their potential and develop their talents and capabilities both academically and physically in preparation for their next stage of education.

### **About the pupils**

- 1.3 Pupils are drawn from the local area and are generally from professional family backgrounds. Data provided by the school indicate that the ability of the pupils is broadly above average for those taking the same tests nationally. The school has identified seven pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and language difficulties, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 10 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 15 pupils as being the more able in the school's population, and the curriculum is modified for them and for 11 other pupils because of their special talents in sport, drama and arts.

## 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.

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, 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 measures attainment using National Curriculum tests. In the years 2018 to 2019, the results were above the national average for maintained schools.
- 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 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. A disability access plan is in place.
- 2.8 The safeguarding policy is in line with current requirements and its implementation generally provides appropriate support for pupils' needs. Staff, including non-teaching staff, are properly trained in safeguarding on induction, and thereafter, and records of such training are kept systematically to identify who has been trained and by whom. Staff are aware of, have read and understood documents relating to safeguarding, including *Keeping Children Safe in Education 2019*. There are appropriate recruitment procedures in place. A suitable code of conduct is implemented effectively and understood by all staff and includes advice on e-safety and the appropriate use of social media. Safeguarding is correctly managed, and procedures are regularly reviewed, including an annual review by the governors. Effective liaison is undertaken with the local agencies. Minutes of meetings show suitable review of safeguarding processes. The school has identified safeguarding risks associated with the use of the premises by a local bowling club. Although measures to reduce this risk are in place, further measures are currently being pursued and advice has been sought from the local authority. However, at the time of the inspection the risks identified had not been satisfactorily addressed. As a result, appropriate safeguarding arrangements are not fully implemented.

- 2.9 The school has a written health and safety policy which is in line with relevant health and safety guidance. Staff confirm during discussions that they are fully aware of all health and safety procedures and have regular updates from the school's leaders in this area. There are suitable procedures in place for managing day-to-day issues and effective on-going maintenance. In the EYFS, the school ensures that the premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided. Areas are spacious and well lit, which provide appropriately for both indoor and outdoor learning. However, health and safety risks identified by the school associated with the joint use of the premises by a bowling club relating to fire and risk assessment, have yet to be fully addressed. As a result, health and safety requirements are not met.
- 2.10 The school has a suitable fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. The named fire officer keeps suitable records of fire risk assessment and its review; fire procedures and arrangements; training records; records of inspection of escape routes; fire practice drills; certificates of installation and records of maintenance of alarms, detectors, emergency lighting and fire-fighting systems and equipment. A review of fire processes has identified fire risks associated with the use of the premises by a local bowling club. These include, for example, checks of fire risk prevention equipment and procedures to be undertaken in the event of a fire. However, at the time of the inspection the risks identified had not been addressed. Therefore, the school does not comply with the relevant regulations.
- 2.11 The school has an appropriate risk assessment policy. Suitable risk assessments are in place for most areas of the school premises as well for all trips and visits. In the EYFS, suitable daily risk assessments are undertaken by the staff and are recorded appropriately. These assessments are reviewed by the senior leaders and any amendments mostly made as required. Risk assessment processes, further developed since the previous inspection, have identified specific risks associated with the use of the premises by a bowling club, and these have yet to be fully addressed. The regulation relating to risk assessment is therefore not met.
- 2.12 The standards relating to welfare, health and safety in paragraphs 9, 10, 13, 14, 15, 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 [safeguarding], 11 [health and safety], 12 [fire safety] and 16 [risk assessment] are not met.**

### Action point 1

- the school must ensure that the safeguarding risks associated with the use of the school premises by a local bowling club are fully resolved [paragraph 7 (a) and (b); EYFS 3.4 and 3.62].

### Action point 2

- the school must ensure that the health and safety policy is fully implemented in all areas of the school's premises with particular regard to security, fire and other risks associated with the joint use of the premises [paragraph 11; EYFS 3.54].

### Action point 3

- the school must ensure compliance with the Regulatory Reform (Fire Safety) Order by ensuring that the fire risks relating to joint use of the premises are fully addressed [paragraph 12; EYFS 3.55].

### Action point 4

- the school must implement measures to reduce all risks associated with the use of the school premises by a local bowling club which have been identified through its strategic risk assessment [paragraph 16; EYFS 3.64].

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

2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

**2.14 The standards relating to the suitability of staff, supply staff, and proprietors [paragraphs 17 – 21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.15 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.

2.16 Whilst the premises are generally maintained to a standard commensurate with health and safety, some security arrangements relating to the joint use of the premises by a local bowling club are inadequate.

**2.17 The standards relating to the premises and accommodation in paragraphs 23, 24, 26–29 are met but the standard in paragraph 25 is not met.**

### **Action point 5**

- the school must ensure that all the requirements relating to the maintenance and security of its premises and accommodation are met, in order to ensure the welfare, health and safety of pupils [paragraph 25; EYFS 3.4 and 3.62].

## **PART 6 – Provision of information**

2.18 A range of information is variously 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.

**2.19 The standard relating to the provision of information [paragraph 32] is 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.

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



**PART 8 – Quality of leadership in and management of schools**

2.22 The proprietor has ensured that the leadership and management demonstrate good skills and knowledge appropriate to their role. However, the issues identified by the school associated with the use of the school premises by a local bowling club have not yet been resolved and as a result they do not meet the standards consistently or actively promote the well-being of the pupils.

2.23 The standard relating to leadership and management of the school in sub-paragraph 34(1)(a) is met but those in sub-paragraphs 34 (1)(b) and (c) are not met

**Action point 6**

- the school must ensure that the standards are consistently met in order to actively promote the well-being of pupils [paragraph 34 (1)(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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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

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Reporting inspector

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