



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Spratton Hall School

November 2019



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School's Details

School	Spratton Hall School			
DfE number	928/6032			
Registered charity number	309925			
Address	Spratton Hall School Smith Street Spratton Northamptonshire NN6 8HP			
Telephone number	01604 847292			
Email address	office@sprattonhall.com			
Headteacher	Mr Simon Clarke			
Chair of governors	Mr James Coley			
Age range	4 to 13			
Number of pupils on roll	361			
	EYFS	36	Pre-prep	71
	Prep	254		
Inspection dates	13 to 14 November 2019			

1. Background Information

About the school

- 1.1 Spratton Hall School is an independent co-educational day school for pupils aged between four and thirteen. The school is a charitable trust which is administered by a board of governors. It was founded in 1951 as a small boys' boarding and day school, becoming co-educational in 1975. The school has been a day school since 1988. There have been no significant changes since the previous inspection.

What the school seeks to do

- 1.2 The school seeks to provide a challenging, yet caring and supportive environment for learning in which each pupil is able to develop the personality, talents and mental and physical abilities to achieve the highest standards of which he or she is capable. It aims to ensure the pupils become independent learners with a desire for knowledge. It also aspires to meet the personal and social needs of each individual in a healthy, safe and secure school environment which is dedicated to their care and welfare.

About the pupils

- 1.3 The majority of pupils come from farming and professional backgrounds, mostly living within a 20-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 37. Of these, 32 receive specialist support from the school. Three pupils have English as an additional language (EAL); however, none require support for the development of English skills. Currently one pupil in the school has an education, health and care (EHC) plan. The school has identified 15 pupils as being more able across different academic subject areas. The curriculum is modified for them and for other pupils because of their particular talents in sport, music, art or 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.

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 meets almost 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. In order to meet all the standards, the school should take immediate action to remedy the deficiency 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.
- 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; 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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance except in the undertaking of checks on prohibition from teaching and prohibition from management for those staff and governors whose role means they require these checks. All other arrangements to safeguard and promote the welfare of pupils are suitable.
- 2.9 The standards relating to welfare, health and safety [paragraphs 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) are not met.**

Action point 1

- **the school must ensure that checks against prohibition orders, including for staff and governors, are carried out before the commencement of work at the school [paragraph 7(a) and (b); EYFS 3.9].**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 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.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 The school does not ensure that school leaders and managers demonstrate good skills and knowledge appropriate to their roles and their responsibilities effectively to actively promote the well-being of pupils in relation to the safer recruitment of staff.

2.19 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 2

- **the school must ensure that school leaders and managers demonstrate good skills and knowledge appropriate to their roles and their responsibilities effectively to actively promote the well-being of pupils [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. 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 Sue La Farge

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Compliance team inspector (SENCO, IAPS school)