



**INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION**

**ST DAVID'S SCHOOL**

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## St David's School

Full Name of School	<b>St David's School</b>
DfE Number	<b>306/6068</b>
Registered Charity Number	<b>669613</b>
Address	<b>St David's School 23-25 Woodcote Valley Road Purley Surrey CR8 3AL</b>
Telephone Number	<b>020 8660 0723</b>
Email Address	<b>office@stdavidsschool.co.uk</b>
Head	<b>Ms Cressida Mardell</b>
Chair of Governors	<b>Mr Douglas Brown</b>
Age Range	<b>3 to 11</b>
Total Number of Pupils	<b>166</b>
Gender of Pupils	<b>Mixed (87 boys; 79 girls)</b>
Number of EYFS Children	<b>38</b>
Ownership and Governance	St David's School is a limited company and a registered charity. The directors, who are also the charity trustees, make up the governing body which is responsible for the school's management.
School Structure	The school has one form in each of the eight year groups from the Nursery to Year 6.
Inspection Dates	<b>22 Sep 2015 to 23 Sep 2015</b>

## ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted a formal interview with pupils and examined a sample of pupils' work. They held discussions with teachers, senior members of staff and with governors. They observed playtimes and a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors saw the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **INSPECTORS**

Mrs Joy Richardson	Reporting Inspector
Mrs Benita Ogg	Compliance Team Inspector (Bursar, IAPS School)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 St David's School is a co-educational preparatory school located in a residential area on the outskirts of Purley. It was founded in 1912 and became a charitable trust in 1963. Its building has been steadily adapted over the years to meet the school's needs, and has its own playing field nearby.
- 1.2 The Early Years Foundation Stage (EYFS), comprising the Nursery and Reception, provides for children between the ages of three and five.
- 1.3 Pupils come from a variety of backgrounds, reflecting the diverse nature of the local community. A number of different languages are represented, but most pupils are fluent in English.

## **2. COMPLIANCE WITH REGULATORY STANDARDS**

### **Part 1 Quality of education provided**

#### **Curriculum**

- 2.1 The school meets the Regulations.
- 2.2 The school has a written curriculum policy that is supported by plans for all subjects and 'pacing sheets' that set out what is to be covered and when. This planning takes account of pupils who have special educational needs and/or disabilities, those who are able, gifted and talented, and those for whom English is an additional language (EAL). The planning of the curriculum includes provision for pupils' personal development. The arrangements do not undermine the key features of British values such as democracy and the rule of law. [Paragraph 2(1)(a) and (b)]
- 2.3 The curriculum covers the requisite areas of learning. It ensures that pupils acquire skills in speaking and listening, literacy and numeracy. The education provided also includes scientific and technological, human and social, and aesthetic and creative learning. [Paragraph 2 (2)(a) and (b)]
- 2.4 A programme of personal, social, health and economic education reflects the school's aims, supports pupils and prepares them for later life. Values such as respect and tolerance are consistently reinforced. The precepts of 'the St David's Way' are underpinned in lessons and assemblies, and provide a guide for life in modern Britain. Pupils learn to take responsibility and develop a sense of citizenship. [Paragraph 2(2)(d) and (i)]
- 2.5 The programme of activities in the EYFS covers all the required areas of learning and takes account of children's individual needs. Interesting and enjoyable experiences foster children's personal development, and their communication and language skills. [Paragraph 2(2)(f)]
- 2.6 The organisation of the curriculum ensures that all pupils are able to learn and make progress. Pupils who are identified as needing extra support, or are at an early stage in learning English, receive support in order to make progress in line with their peers. [Paragraph 2(2)(h)]

#### **Teaching**

- 2.7 The school meets the Regulations.
- 2.8 In the EYFS, teaching takes account of children's different starting points and is effective in securing progress towards the early learning goals. Children's progress is monitored from the Nursery onwards, building up the EYFS profile that is completed for each child at the end of Reception. [Paragraph 4]
- 2.9 The lessons observed and pupils' work seen during the inspection show that teaching is well planned and is based on a good understanding of the subject matter being taught. Pupils are treated fairly and they make good progress according to their ability. Time is used effectively so that pupils gain knowledge and understanding and confidently apply what they have learned. They are encouraged to behave well and work hard. Pupils are interested by their lessons and described them as both 'enjoyable and serious'. Teachers assess learning thoroughly, and

show pupils how to improve. Classrooms are well organised so that resources are used effectively. Teaching is non-partisan and promotes mutual respect and tolerance. [Paragraph 3(a) to (j)]

- 2.10 The school regularly evaluates pupils' performance and shares this information with parents. It uses standardised tests in English and mathematics to measure pupils' attainment and progress, and to identify areas for improvement. Parents regularly receive informative reports. These are being adapted to give further detail about the performance of individuals in standardised tests relative to the national cohort. [Paragraph 4]

### How well do pupils achieve?

<b>Pupils' Ability</b>	The ability profile of the school is above the national average. Most pupils have at least above average ability, with almost a quarter having ability that is well above average. Few pupils are of below average ability.
<b>Pupils' Needs</b>	The school has identified twenty pupils as requiring additional learning support, three of whom, subsequent to external assessment, have individual education plans. Seventeen pupils speak English as an additional language, including three who are at an early stage in learning the language.
<b>Pupils' Achievements</b>	Results of standardised tests of attainment in English and maths are higher than national norms.

## Part 2 Spiritual, moral, social and cultural development of pupils

- 2.11 The school meets the Regulations.
- 2.12 The school actively promotes the personal development of the pupils, including values such as democracy, individual liberty and tolerance. This is reflected in 'the St David's Way', which embodies the school's ethos and provides a blueprint for positive behaviour and relationships in the school community and beyond. From the start in the EYFS, children learn to contribute, for example by sharing and tidying up. [Paragraph 5(a)]
- 2.13 Pupils have many opportunities to take responsibility and help others, for example as 'buddies' in the playground. They gain self-awareness in learning to consider other perspectives, and become confident in their ability to resolve problems, to forgive and to move on. Pupils demonstrate respect and tolerance in their relationships with others, and are interested in other cultures and traditions. [Paragraph 5(b)(i),(iii),(v) and (vi)]
- 2.14 Pupils learn about the law of England and what is right and wrong, as when considering e-safety. They gain understanding of democratic processes, for example, in elections for school roles and, at the time of the general election, in voting to choose 'Britain's bird'. Pupils learn about public services and bodies in England; in communicating with a local MP older pupils learned to argue a case, and were interested to learn about Parliament. [Paragraph 5(b)(ii),(iv) and (vii)]



- 2.15 The school avoids the promotion of partisan political views, and, as appropriate to the age of pupils, ensures the balanced presentation of opposing views. [Paragraph 5(c) and (d)]

### What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Forty pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. I enjoy school	97	2	4
2. I find my lessons interesting and engaging	87	12	9
3. The school gives me the support I need to learn	94	5	2
4. I can get help if I need it	100	0	0
5. The school encourages me to do my best	94	5	1
6. I feel safe and happy at school	92	7	0
7. My views and ideas are listened to in class and in school	83	16	4
8. Behaviour is good in the school	100	0	5
9. Teachers are fair in the way they give rewards	78	21	2
10. Teachers are fair in the way they give sanctions	80	20	5
11. The school deals with bullying	97	2	3
12. There is a member of staff or senior pupil I can turn to if I have a problem	91	8	5

### Part 3 Welfare, health and safety of pupils

- 2.16 The school meets the Regulations.
- 2.17 The safeguarding policy is available to parents and understood by staff. It includes all content required by statutory guidance, and is in accordance with local authority procedures. The designated safeguarding lead (DSL) and deputy DSL are regularly trained for their roles, and supported by a nominated governor for safeguarding. Induction training and regular update training is undertaken by all staff. They understand their responsibilities for safeguarding, and know what to do should any concerns arise regarding children or about adults working in the school. Any concerns about children in need or at risk of harm are dealt with in conjunction with local agencies. The recruitment policy sets out the required checks to be made on appointment, and staff are required to declare that they are not subject to 'disqualification by association'. As part of its safeguarding duty, the school takes account of statutory guidance concerning the prevention of extremism. The school has a suitable policy with respect to the use of mobile phones and cameras. The governing body undertakes an annual review of the school's safeguarding policy and procedures. [Paragraph 7(a) and (b)]
- 2.18 The school's positive behaviour policy sets out the rewards and sanctions consequent upon pupils' behaviour. A small minority of pupils responding to the pre-inspection questionnaire did not think that teachers give rewards and sanctions fairly. Scrutiny of records and discussions with staff and pupils did not support this view. Inspection found the system to be well understood by pupils and consistently implemented. Pupils say that behaviour is good. They know the school's

expectations and strive to fulfil them. Serious misbehaviour is rare and records are kept carefully in all classes and monitored by senior management to identify patterns and to take action where needed to resolve problems. [Paragraph 9(a)(b) and (c)]

- 2.19 The school has a clear anti-bullying policy that is supported practically by helping pupils to understand the nature and impact of bullying, and their role in preventing it. They know what to do and who to turn to should it occur. Older pupils are currently making a film that explores the issue. A few parents, in responses to the questionnaire, indicated that they didn't feel that the school deals well with bullying or poor behaviour. Pupils when interviewed were confident that any problems would be quickly resolved. Scrutiny of records and discussions with staff about implementation of the school's policies confirmed this to be the case. [Paragraph 10]
- 2.20 The school's health and safety committee meets regularly to review implementation of the health and safety policy and the effectiveness of the school's procedures. The site manager oversees health and safety arrangements on a daily basis, receives necessary training to keep up to date with requirements, and draws on the expertise of external consultants as needed. Action is taken when potential hazards are identified. Risk assessments are drawn up appropriately for classrooms, other areas of the site and for external visits. [Paragraphs 11 and 16]
- 2.21 The school regularly reviews fire risks and takes any necessary remedial action. Fire safety equipment is in place and regularly checked and serviced. Fire drills practice rapid evacuation of the building; details are recorded and reviewed so that any flaws in procedures can be rectified. [Paragraph 12]
- 2.22 Staff are suitably trained in first aid and the school ensures adequate first-aid cover for activities in and out the school. Staff in the EYFS are appropriately trained in paediatric first aid. First aid kits are readily available in school and routinely taken out onto the playground and to the field. Staff are kept informed about pupils' medical needs and how to deal with specific medical conditions. Records are kept of accidents and injuries and parents are appropriately informed. [Paragraph 13]
- 2.23 Pupils are well supervised in school and on the two playgrounds. When pupils are on the school field, staff can make contact with the school office by mobile phone if necessary. Suitable staffing ratios are maintained in the EYFS. [Paragraph 14]
- 2.24 Attendance registers are kept as required. The admission register includes the necessary information, including any previous school attended, and makes clear in all cases if there had been no previous school. [Paragraph 15]

### **Other legislation**

- 2.25 The school has an appropriate accessibility plan to improve information, access to the curriculum and, within the constraints of the school building, physical accessibility for pupils with special educational needs and/or disabilities. [Equality Act 2010]
- 2.26 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989]

#### **Part 4 Suitability of staff, supply staff and proprietors**

- 2.27 The school meets the Regulations.
- 2.28 The school conducts the necessary checks to ensure the suitability of staff. It has a clear system, overseen by governors, to carry out the required checks in timely fashion and information to this effect is kept on file. The school obtains criminal record checks and follows statutory guidance in checking against lists of those barred from working with children, or subject to a prohibition order. [Paragraph 18]
- 2.29 In the case of staff employed through an employment agency, the school checks the individual's identity and criminal record certification, and secures notification from the agency that all other required checks have been completed. [Paragraph 19]
- 2.30 Checks are carried out, in line with current requirements, on all members of the governing body. [Paragraph 20]
- 2.31 The single central register of appointments is fully and accurately completed. [Paragraph 21]

#### **Part 5 Premises and accommodation**

- 2.32 The school meets the Regulations.
- 2.33 The school provides appropriate toilet and washing facilities for pupils, with an adequate hot and cold water supply. Drinking water, labelled as such, is readily available. The school has suitable accommodation for dealing with pupils' medical needs and looking after sick or injured pupils. [Paragraphs 23,24 and 28]
- 2.34 The premises are clean and well maintained to ensure pupils' welfare. The building has appropriate heating, lighting, ventilation and acoustics for pupils' activities. [Paragraphs 25,26 and 27]
- 2.35 Two playgrounds on the site, and a playing field across the road, offer suitable space for outdoor play and delivery of the school's physical education curriculum. [Paragraph 29]

#### **Part 6 Provision of information**

- 2.36 The school meets the Regulations.
- 2.37 Parents receive regular reports about their children's attainment, progress and the targets being worked towards. In the EYFS, 'Learning Journey' reports are shared with parents to show progress towards the early learning goals. The school's policies are included on its website, and all the required information is made available to the parents of current and prospective pupils. [Paragraph 32]

#### **Part 7 Manner in which complaints are handled**

- 2.38 The school meets the Regulations.
- 2.39 The school has a suitable policy for handling complaints and sets out clear procedures for dealing with complaints informally and, should the need arise, by means of formal process. Appropriate records are kept of any complaints from the point at which they were raised, and how they were resolved. [Paragraph 33]

## Part 8 Quality of leadership and management

2.40 The school meets the Regulations.

2.41 The governing body exercises its responsibilities effectively in ensuring that regulatory requirements are met. Governors liaise closely with the head teacher and senior staff in order to keep policies and procedures up to date, and to ensure that any changes in the regulatory guidance are fully reflected in the school's practice. Throughout the school, including the EYFS, the school's leaders and managers are knowledgeable about their role. They work effectively with teaching and support staff to provide appropriate training and the timely sharing of information. As a result, responsibilities for the promotion of pupils' well-being are clearly understood. [Paragraph 34]

### What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Fifty-five parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
1. My child is happy at the school.	98	1	1
2. My child is making good progress at the school.	98	1	4
3. My child feels safe at the school.	96	3	0
4. My child is well looked after at the school.	98	1	0
5. The school actively promotes good behaviour.	96	3	2
6. There is someone for my child to go to if problems arise in the school.	91	8	6
7. The school welcomes my views.	91	8	9
8. The school deals well with bullying.	88	11	21
9. Behaviour is well managed.	90	9	2
10. I receive good information about my child's progress, the school's policies and activities/events.	98	1	1
11. I receive timely responses to my questions, concerns and complaints.	98	1	3
12. My child has access to a broad curriculum.	96	3	2
13. My child's individual educational needs are being met at school.	92	7	4
14. I would recommend the school to another parent.	100	0	4

### 3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes

#### Action points

3.1 The school meets all the regulatory requirements.

#### Progress since the previous inspection

3.2 At the previous inspection in October 2012, it was found that a number of staff had been employed without full completion of the necessary recruitment checks and not all checks had been correctly recorded on the school's central register of appointments. The school has since amended its systems to ensure that all the required checks are carried out before appointment and that they are properly recorded.