



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

STORMONT SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Stormont School			
DfE number	919/6202			
Registered charity number	311079			
Address	Stormont School The Causeway Potters Bar Hertfordshire EN6 5HA			
Telephone number	01707 654037			
Email address	admin@stormontschool.org			
Headmistress	Mrs Sharon Martin			
Chair of governors	Mr John Salmon			
Age range	4 to 11			
Number of pupils on roll	149			
	Boys	0	Girls	149
	Day pupils	149	Boarders	0
	EYFS	14	Juniors	135
Inspection dates	15 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Stormont School is an independent day school for pupils aged 4 to 11 years. It was founded in 1944 and registered as a charitable educational trust in 1962. The school is administered by a board of governors. The current head was appointed in 2013. Since the previous inspection the school has refurbished the hall, established a new library and enhanced the lower school playground area, as well as improving security and access to the site.
- 1.2 The school comprises two sections. Pupils in the Early Years Foundation Stage (EYFS) and Years 1 and 2 form the Lower School while those in Years 3 to 6 form the Upper School.

What the school seeks to do

- 1.3 The school aims to enable all pupils to become happy, confident individuals, who are well supported as they strive to do their best and achieve success, whether in academic, sporting, creative or expressive aspects of learning. The school seeks to engender in the pupils a sense of pride in and respect for their school, their community and their country, including a sense of respect for the environment, thus preparing pupils well for the next stage of their education and beyond.

About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds living within a five-mile radius of the school, with the majority from white British families, with many other ethnic groups represented within the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and general speech and language difficulties. Six of these pupils receive additional support for their special educational needs. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Six pupils have English as an additional language (EAL), whose needs are supported by their classroom teachers. Data used by the school have identified 24 pupils as being the most able in the school's population, and the curriculum is modified for them and for 46 other pupils because of their specific talents in music, art and sport.

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 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.
- 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 Almost all arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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 The timing of recruitment checks on staff, particularly barred list checks, checks against prohibition from teaching orders and the obtaining of references, does not always pay due regard to current statutory guidance.
- 2.9 **The standards relating to welfare, health and safety in 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) [safeguarding] are not met.**

Action point 1

- **The school must ensure that all recruitment checks required by current statutory guidance, including barred list checks, checks against prohibition from teaching orders, and the obtaining of references, are completed before staff commence employment at the school [paragraphs 7(a) and (b)].**

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 governors and a register is kept as required.

2.11 While appropriate and required checks are made, these are not always completed before staff commence working at the school.

2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met; those in paragraph 18(3) are not met.

Action point 2

- **The school must ensure that all required checks are completed before staff commence working at the school [paragraph 18(3)].**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the governors, 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 those 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.

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 ensures that the leadership and management actively promote the well-being of the pupils.

Whilst the proprietor ensures that the leadership and management demonstrate good skills and knowledge and fulfil almost all of their responsibilities, there are other standards, particularly those relating to the recruitment of suitable staff, where it is not ensured that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively"

2.20 .

2.21 The standard relating to leadership and management of the school in sub-paragraph 34(c) [promotion of pupil well-being] is met, but those in sub-paragraphs 34(a) and (b) [knowledge and skills and fulfilment of responsibilities] are not met.

Action point 3

- **The school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil all their responsibilities effectively so that the other standards are consistently met [paragraphs 34(a) and (b)].**

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 form times and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Alison Primrose

Reporting inspector

Mrs Carrie Askew

Compliance team inspector (Head of compliance, IAPS school)