



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

SUNNINGDALE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Sunningdale School

Full Name of School	Sunningdale School
DfE Number	868/6007
Address	Sunningdale School Dry Arch Road Sunningdale Ascot Berkshire SL5 9PZ
Telephone Number	01344 620159
Email Address	headmaster@sunningdaleschool.co.uk
Headmaster	Mr Thomas Dawson
Proprietor	Sunningdale School Ltd
Age Range	7 to 13
Total Number of Pupils	110
Gender of Pupils	Boys
Number of Day Pupils	Total:13
Number of Boarders	Total:97 Full: 84 Weekly:13
Ownership and Governance	The school is a limited company, owned by the Dawson family. The current headmaster, his father and his uncle are the directors and act as the school's proprietors.
School Structure	Sunningdale is a preparatory school for boys between the ages of seven and thirteen years. Almost nine out of ten pupils are full or weekly boarders.
Inspection Dates	01 Dec 2015 to 02 Dec 2015

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

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.

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 formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with two proprietors. They observed meal times and a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and chapel services. Inspectors visited the boarding accommodation and 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 and records made available by the school.

INSPECTORS

Mr Timothy Holgate	Reporting Inspector
Mr Stephen Holliday	Compliance Team Inspector (Bursar, HMC and IAPS school)
Mrs Jennifer Burrett	Team Inspector for Boarding (Headmistress, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Sunningdale School was founded in 1874 and occupies a 26-acre site in Sunningdale, Berkshire. It is a day and boarding school for boys between the ages of 7 and 13 years. In 1967 it was acquired by the Dawson family. The school's previous ISI inspection was in February 2012. Since then, a new deputy head has been appointed.
- 1.2 The school has 110 pupils on roll. Of these, 97 are full or weekly boarders. Pupils come from mainly professional or business backgrounds. A total of 36 pupils are of non-British origin, of whom under half require support for their English.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The school's curriculum policy, together with associated schemes of work and subject handbooks, confirm the school's commitment to provide a broad, balanced and stimulating education. The curriculum meets the needs of pupils of all ages and ability, as well as those with specific needs, and does not undermine fundamental values such as democracy, respect and tolerance. Classes are usually grouped by pupils' academic development rather than age. The school has a programme of personal, social, health and economic education. This encompasses the promotion of life skills, such as letter writing and ironing, as well as an appropriate introduction for the oldest pupils to careers and the world of work. [Paragraphs 2(1), 2(2)(d) and (e)]
- 2.3 The curriculum makes provision for all the requisite areas of learning, together with Latin. It enables pupils to become suitably literate, creative, numerate and familiar with digital technology, and enables them to learn effectively and make progress. The school's provision includes a wide and diverse programme of indoor and outdoor extra-curricular activities and makes effective use of the spacious school grounds. The school ensures that pupils are well prepared for the next stage in their education, equipped with the skills and resources to help them make a success of their lives in modern British society. [Paragraphs 2(2)(a), (b), (h) and (i)]

Teaching

- 2.4 The school meets the Regulations.
- 2.5 Evidence gained from the sample of lessons observed, subject documentation, scrutiny of pupils' work and interviews with them indicates that teaching across the school meets the learning needs of individual pupils effectively. It fosters enthusiasm and interest, and enables pupils to acquire and apply subject knowledge to enable them to make good progress. Teaching stimulates effort and encourages pupils to think for themselves, especially in their free writing and project work. It benefits from suitable planning, good subject knowledge, and a variety of challenging learning tasks. Teaching employs good resources as needed, methods and strategies that use time effectively, and encourages responsible behaviour and respect for others. [Paragraphs 3(a), (b), (c), (e), (f) and (h)]
- 2.6 Teachers know their pupils, their aptitudes and learning needs well, and the teaching promotes and supports the school's core values of honesty, resilience, self-discipline, a zest for life, kindness, courage and resilience. In this way, it avoids undermining the wider values of society to uphold democracy, freedom and tolerance. Teaching ensures that pupils are not discriminated against. [Paragraphs 3(d), (i) and (j)]
- 2.7 The school employs a clear framework to assess pupils' achievement and progress, which is implemented successfully through day-to-day marking of pupils' work, regular reporting to parents against known criteria, and an efficient tracking system to identify pupils who are under-achieving. [Paragraphs 3(g) and 4]

How well do pupils achieve?

Pupils' Ability	The ability profile of the school is above the national average, with most pupils having ability that is above or similar to the national average.
Pupils' Needs	The school has identified thirty-four pupils as having special educational needs and/or disabilities, covering a broad range of learning and emotional needs. Of these, two have an education, health and care plan. Fifteen pupils speak English as an additional language and receive support for their English.
Pupils' Achievements	The school does not enter pupils for National Curriculum tests, and uses internal measures to assess pupils' attainment.

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

- 2.8 The school meets the Regulations and Standards.
- 2.9 The school's curriculum, teaching, ethos and expectations enable pupils' to demonstrate particularly well-developed spiritual, moral, social and cultural awareness. Well-planned and highly effective measures are used to actively promote the pupils' personal development through a strong set of principles and values, including those characteristic of modern Britain. The success of these is observed in the well-behaved, tolerant and respectful nature of pupils. [Paragraph 5(a)]
- 2.10 Pupils develop a strong sense of self-esteem and self-awareness. They use opportunities to reflect on their lives and personal situations, whether through saying grace before lunch, the enthusiastic hymn singing in the daily chapel services, or through quiet moments to think about the circumstances of others. Pupils have a strong sense of right and wrong. They respect the school rules, understand rights and responsibilities, and appreciate the importance of the rule of law in England. They recognise the need to express themselves within a disciplined environment. [Paragraph 5(b)(i) and (ii)]
- 2.11 Pupils demonstrate a pronounced sense of responsibility, both for themselves, and for others in the school and the wider community. This is particularly reinforced by their boarding experience. They demonstrate initiative and reliability in looking after the school pigs and lizards. Monitors act as the school leaders and play an effective role in supervising dormitories, helping staff and other pupils, and acting as responsible role models. Pupils feel that their opinions are valued and actively encouraged, and they express these through the food committee, the school council and suggestion boxes. [Paragraph 5(b)(iii) and NMS 17 and 19]
- 2.12 Pupils appreciate and respect the beliefs and traditions of other faiths and cultures, and recognise the common values of tolerance and respect across them. They benefit greatly from their residential stays in the school's French farmhouse. Pupils are aware of many British festivals, traditions and cultural characteristics, such as the democratic parliamentary system, respect for law and order, the features of the Queen's long reign, and the significance of Remembrance Day. The school takes

particular care to present pupils with a balanced view of contemporary life, and challenges discrimination and extremist views. [Paragraphs 5(b)(iv), (v), (vi) and (vii), 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. Fifty-five 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.

Percentage return:	% agree	% disagree	Number offering no view
1. I enjoy school	100	0	1
2. I find my lessons interesting and engaging	100	0	2
3. The school gives me the support I need to learn	100	0	3
4. I can get help if I need it	98	2	5
5. The school encourages me to do my best	100	0	1
6. I feel safe and happy at school	100	0	1
7. My views and ideas are listened to in class and in school	98	3	3
8. Behaviour is good in the school	89	10	7
9. Teachers are fair in the way they give rewards	91	9	7
10. Teachers are fair in the way they give sanctions	94	5	3
11. The school deals with bullying	92	7	13
12. There is a member of staff or senior pupil I can turn to if I have a problem	98	1	1
Boarding			
1. I enjoy boarding	96	3	4
2. Boarders get on well together in the house	100	0	6
3. I am well looked after if I fall ill or am injured	98	2	5
4. I am able to contact my family and friends if I need to	96	3	4
5. I like the food in boarding	84	15	11
6. I feel safe in my boarding house	100	0	4
7. I am able to have snacks and drinking water outside main mealtimes	86	14	5
8. I am able to keep my belongings safe	74	25	8
9. Boarding staff treat me fairly	98	2	5
10. I am happy with the balance of free time and activities in the evenings and at weekends	96	3	4

Part 3 Welfare, health and safety of pupils

- 2.13 The school does not meet all of the Regulations and Standards.
- 2.14 The school's safeguarding policy has regard to government guidance, including the prevention of extremism and radicalisation, but it has not been fully implemented in practice. The staff show a strong commitment to safeguard and promote pupils' welfare and well-being throughout their day-to-day work. Concerns are promptly reported and recorded, and appropriate contact has been made with the local authority when necessary. Staff have received appropriate training for their roles but the recording of their attendance is not carried out. Proprietors review the effectiveness of the arrangements but do not record their findings, thus weaknesses have not been promptly identified. Deficiencies are evident in the staff recruitment process, including the late receipt of references and the failure to carry out and record the steps taken in response to staff allowed to start work before receipt of a criminal record check. The school does not have to complete checks on family members of resident staff. Access to boarding accommodation is carefully controlled. The school does not appoint guardians for overseas boarders, nor does it use lodgings. [Paragraphs 7 and 8, and NMS 11, 14 and 20]
- 2.15 The school has appropriate and effective measures to promote good behaviour and guard against harassment or bullying, including cyberbullying. Known procedures are implemented by staff, and pupils confirm that the rewards and sanctions system works well. Sanctions and any instances of potential bullying, however minor, are thoroughly recorded and the logs are monitored carefully to identify the need for any additional action. Pupils say that they are confident that staff would deal strongly and effectively with misbehaviour and unkindness. [Paragraphs 9 and 10, and NMS 12]
- 2.16 The school pays careful attention to routine matters of safety and has many effective measures to ensure a safe environment and working practices. It has not taken steps to identify and remedy the possible presence of asbestos within the school, nor has it carried out testing of water supplies for legionella. A suitable risk-assessment policy guides staff in the drawing up of appropriate identification of hazards and the assessing of the level of risk for the boarding accommodation, different areas of the school and off-site trips. Routine monitoring of health and safety matters is limited; the health and safety committee meets very infrequently. [Paragraphs 11 and 16, and NMS 6]
- 2.17 Fire safety is managed effectively throughout the school, and efficient records are kept of maintenance and the testing of equipment. Regular evacuation drills are carried out, including one in boarding time at least termly. [Paragraph 12 and NMS 7]
- 2.18 The school's first-aid policy and associated health-care and medication protocols are effective and well implemented by the matrons, who provide care for the boarders around the clock. An adequate number of staff are trained in first aid. All boarders spoken to felt that the care and support provided by the matrons was of a high standard. Suitable arrangements are in place to treat and look after boarders and day pupils who are unwell. Staff are aware of those with chronic medical conditions and boarders have access to specialist care nearby if needed. [Paragraph 13 and NMS 3]
- 2.19 Appropriate deployment of staff around the school site by day and within the boarding environment enables effective supervision of pupils, who confirm that staff

are vigilant and easily found if needed. Boarding staff are sufficient in number, by day and overnight, and can be easily contacted by boarders. Staff take suitable measures to know boarders' whereabouts through signing out procedures and roll calls. An appropriate missing pupil policy is available should it be needed. Boarding staff undergo an effective induction process, receive a review of their performance and have access to training opportunities. Resident staff have suitable separate accommodation, to which access by boarders is carefully controlled. [Paragraph 14 and NMS 15]

- 2.20 The school maintains appropriate admission and attendance registers that are stored for the required period. [Paragraph 15]
- 2.21 Boarders report that they are well looked after when commencing their boarding experience, and are provided time to meet staff and familiarise themselves with school routines. They are paired up with an older boarder to provide support. Boarders identify many staff to whom they would turn to express concerns. They are aware of various outside help lines and agencies, and have access to a school counsellor. Pupils can contact family and friends through one of two available telephones and also have email access during periods of free time. A very small minority of parents reported in their questionnaire responses that they do not find it easy to contact their children, inspection evidence did not support this view; parents can contact matrons when important information needs to be passed on. [NMS 2 and 4]
- 2.22 A very small minority of boarders in their questionnaire responses indicated that they do not like the food and do not feel that they have access to snacks outside mealtimes. Inspection evidence, gained from a sample of meals and from feedback provided in boarder interviews, does not support this view. Meals are of an appropriate quality, quantity and variety. Boarders have access to drinking water and are provided with a snack three times each day, in addition to the three main meals. [NMS 8]
- 2.23 Boarders benefit from a highly efficient laundry service and can obtain any necessary personal items through the matrons or the school shop. A small minority of boarders in their questionnaire responses felt that they are unable to keep their belongings safe. Inspection evidence found that while boarders are not provided with any lockable storage facilities, they may provide their own tuckboxes, and matrons will keep valuable items securely if requested. The school is aware of continued vigilance in this area. [NMS 9]
- 2.24 Boarders take full advantage of the comprehensive programme of activities during the day time, after school, and at weekends. Those spoken to felt that this was one of the highlights of the boarding experience. Boarders have access to safe areas around the school and outside where they can be alone if they wish. Boarders do not have a great deal of free time, but they agree that they are never bored and enjoy being kept busy, which they felt was the best antidote to homesickness. Boarders have access to events in the outside world through lessons, the current affairs notice board, and outside speakers. [NMS 10]

Other legislation

- 2.25 The school takes active steps to counter discrimination against pupils, and promotes equality of opportunity. It has identified specific steps and actions to widen accessibility to the curriculum, premises and the provision of information. [NMS 16]
- 2.26 The school rejects the use or threat of corporal punishment. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]

Part 4 Suitability of staff, supply staff and proprietors

- 2.27 The school does not meet all of the Regulations and Standards.
- 2.28 The school's recruitment procedure has not been efficiently implemented in the recent past, and a lack of rigorous review and monitoring of the process allowed some staff to start work before all the required checks were completed. The single central register of appointments does not provide a fully accurate record of the dates when checks were carried out. Some checks of the right to work in the UK, prohibition from teaching and medical fitness have not yet been completed or were late. A criminal record check on one member of staff was still incomplete after 3 months. Several members of staff were allowed to start work without either a criminal record or barred list check. The school does not employ supply staff from a teaching agency. Checks on the headmaster, as proprietor, have been carried out. [Paragraphs 18, 20 and 21, and NMS 14.1]

Part 5 Premises and accommodation

- 2.29 The school meets the Regulations and Standards.
- 2.30 Suitable provision is made for toilet and washing facilities within the school with adequate supplies of hot and cold water, clearly marked as potable in the case of drinking water. Accommodation for the care and examination of pupils who are ill is appropriate, with access to a basin and toilet, and supervised by matrons. Extensive outdoor areas and facilities, and specialist areas such as fives and squash courts, enable pupils to benefit from physical education and to play outside. Changing accommodation is provided. [Paragraphs 23(1)(a) and (c), 24, 28 and 29, and NMS 3.1]
- 2.31 Premises and accommodation are generally maintained to a suitable standard to ensure the health and safety of pupils. Sound insulation of classrooms and other internal spaces is adequate, and internal and external lighting is appropriate. [Paragraphs 25, 26 and 27]
- 2.32 Sleeping accommodation for boarders is provided in the form of small dormitories for younger pupils and individual cubicles for those older, providing a higher level of privacy. Boarders can personalise their areas if they wish. Bathrooms are clean and hygienic, appropriately located and adequate in number. Boarding accommodation is suitably maintained, furnished and organised to ensure the welfare, health and safety of boarders. Access to boarding accommodation is appropriately controlled. Homework sessions are supervised and carried out in classrooms and the library. Appropriate leisure space is provided during the evening and for the popular Saturday night film. [NMS 5]

Part 6 Provision of information

- 2.33 The school does not meet all of the Regulations and Standards.
- 2.34 Many of the school's policies and other helpful information are provided through its website, prospectus and the parents' handbook. The school provides to parents of current and prospective pupils all the required items of information, with the exception of a clear statement of its proprietorial status and of how proprietors may be contacted. All other required information is made available to parents with the exception of the first-aid policy and, in the case of the parents of prospective pupils, of the school's academic performance during the preceding school year. Parents are provided with interim and full academic progress reports several times during the year. The school has a clear statement of boarding aims and principles which is implemented well in practice. [Paragraph 32 and NMS 1]

Part 7 Manner in which complaints are handled

- 2.35 The school meets the Regulations and Standards.
- 2.36 The school's policy for handling parents' complaints meets requirements. It provides a clear procedure for dealing with informal concerns as well as more significant formal complaints. These are dealt with promptly and sensitively and recorded appropriately. None has proceeded to a hearing before an appeal panel. [Paragraph 33 and NMS 18]

Part 8 Quality of leadership and management

- 2.37 The school does not meet all of the Regulations and Standards.
- 2.38 The boarding provision is efficiently led and managed by senior staff, and overseen by proprietors. A dedicated and caring team of boarding staff have appropriate skills and expertise and have developed efficient routines and procedures, and the required policies and records are maintained and monitored. Effective links are made between boarders' academic and pastoral lives. [NMS 13.1 to 13.3 and 13.5 to 13.9]
- 2.39 Leaders, managers and proprietors have not used their skills and knowledge effectively or fulfilled their responsibilities to ensure that compliance with regulations and standards has been achieved and consistently maintained, and that pupils' well-being is actively promoted. Systems to ensure that policies are up to date, made available to parents, tailored to meet the specific needs of the school and its pupils, and monitored regularly to ensure effective implementation, have not been fully efficient. As a result, deficiencies and weaknesses in the safeguarding of pupils, staff recruitment and health and safety have not been identified sufficiently quickly. In their day-to-day dealings with individual pupils, leaders and managers ensure that staff have the welfare of pupils as their highest priority. [Paragraph 34 and NMS 13.4]

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. Sixty-seven 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.

Percentage return:	% agree	% disagree	Number offering no view
1. My child is happy at the school.	100	0	
2. My child is making good progress at the school.	95	4	2
3. My child feels safe at the school.	100	0	0
4. My child is well looked after at the school.	100	0	0
5. The school actively promotes good behaviour.	100	0	1
6. There is someone for my child to go to if problems arise in the school.	98	1	1
7. The school welcomes my views.	100	0	4
8. The school deals well with bullying.	91	8	10
9. Behaviour is well managed.	100	0	0
10. I receive good information about my child's progress, the school's policies and activities/events.	92	7	0
11. I receive timely responses to my questions, concerns and complaints.	92	7	1
12. My child has access to a broad curriculum.	100	0	0
13. My child's individual educational needs are being met at school.	100	0	4
14. I would recommend the school to another parent.	100	0	2
Boarding			
1. My child enjoys boarding.	100	0	6
2. The boarding accommodation is well maintained.	100	0	5
3. My child is well looked after if he/she is ill or injured.	100	0	7
4. I am able to contact my child easily.	82	17	5
5. I am able to contact boarding staff easily.	96	3	5
6. My child feels safe in the boarding house.	100	0	5
7. My child's belongings are kept safe.	96	3	7
8. Boarding staff treat my child fairly.	100	0	5
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	100	0	7

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	No
Part 4 Suitability of staff, supply staff and proprietors	No
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	No
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	No
National Minimum Standards for Boarding Schools	No

Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Implement the safeguarding policy fully by ensuring that suitable records are kept of attendance at safeguarding training for staff; that proprietors carry out and record an efficient review of safeguarding procedures; and that all staff recruitment procedures meet regulatory requirements, especially in terms of receiving references before staff start work, and in carrying out a risk assessment followed by appropriate supervision before staff start work pending receipt of the criminal record check [Independent School Standards Regulations Part 3, paragraphs 7(a) and (b), and 8(a) and (b), under Welfare, health and safety, and National Minimum Standard 11, under Child protection].
- Ensure that efficient monitoring of procedures and practice across the school identifies all necessary measures to ensure continued health and safety, including checks of asbestos and water quality [Independent School Standards Regulations Part 3, paragraph 11, under Welfare, health and safety, and National Minimum Standard 6.1 and 6.2, under Safety of boarders].
- Ensure that a criminal record check is carried out on all staff before or as soon as practicable after appointment, and that barred list checks are always carried out and recorded when staff start work pending such a criminal record check [Independent School Standards Regulations Part 4, paragraphs 18(2)(a), (d) and (f), and 21(3)(a)(ii) under Suitability of staff, supply staff and proprietors, and National Minimum Standard 14.1, under Recruitment and checks on adults].
- Ensure that checks of right to work in the UK, medical fitness and prohibition from teaching (where needed) are always carried out before staff start work and recorded accurately [Independent School Standards Regulations Part 4, paragraphs 18(2)(b), 18(3), 18(2)(c)(ii), 21(3)(a)(vii) and 21(3)(b), under Suitability of staff, supply staff and proprietors, and National Minimum Standard 14.1, under Recruitment and checks on adults].
- Ensure that parents of current and prospective pupils are provided with the contact details and identity of the proprietor, and that the first-aid policy and details of the school's academic performance are made available as required [Independent School Standards Regulations Part 6, paragraphs 32(1)(a) and (b), 32(2)(b)(ii) and 32(3)(d) and (e), under Provision of information].
- Ensure that people with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively, so that the independent school standards are met consistently and that pupils' well-being is actively promoted [Independent School Standards Regulations Part 8, paragraph 34(1), under Quality of leadership and management, and National Minimum Standard 13.4, under Management and development of boarding].

The school will be required to produce an Action Plan for the Department for Education to set out how it intends to resolve the issues listed above.

Progress since the previous inspection

- 3.2 The school has made insufficient progress since the previous inspection in respect of ensuring a rigorous process for completing pre-appointment recruitment checks as required. Adequate progress has been made in terms of maintaining attendance data for the required period of time.