



ISI Independent
Schools
Inspectorate

TERRINGTON HALL SCHOOL

**REGULATORY COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

14 TO 15 JUN 2016



School's Details

Full Name of School	Terrington Hall School		
DfE Number	815/6003		
Registered Charity Number	532362		
Address	Terrington Hall School Terrington York North Yorkshire YO60 6PR		
Telephone Number	01653 648227		
Email Address	office@terringtonhall.com		
Headmaster	Stephen Mulryne		
Chairman of Governors	Rodger Hobson		
Age Range	3 to 13		
Total Number of Pupils	157		
Gender of Pupils	Mixed (89 boys; 68 girls)		
Number of day pupils	Total: 127		
Number of boarders	Total: 30		
	Full: 3	Part-time:	27
Early Years Foundation Stage	21		
Pupils' Ability	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is above the national average.		
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities is four. They receive support for dyslexia. None has a statement of special educational needs or an education, health and care plan. Six pupils have English as an additional language and receive support.		

School's Details

History of the School	The school is a rural prep school which has been on its current site since 1920. It became an educational trust in 1974. Originally a boarding school, becoming co-educational in the 1980s, it is now predominantly a day school. There are a few full-time boarders and around a sixth of pupils board part-time.
Ownership and Governing Structure	The school is governed by a board of ten trustees.
School Structure	The school comprises three sections: Pre-Prep, including EYFS, for pupils aged 3 – 7; Lower Prep, for pupils aged 7 – 10; and Upper Prep, for pupils aged 10 - 13.
Inspection Dates	14 to 15 June 2016

About the Inspection

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). 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 NMS. 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 standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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, including the boarding NMS, following their inspection 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 and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS. 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.

The inspection does not include matters that are outside the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, and 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

The school uses its own framework to determine attainment.

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 pupil performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19] are met.

PART 3

Welfare, health and safety of pupils

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; and there is a strategic approach to risk assessment. A disability access plan is in place. Boarders do not experience discrimination, and their care is sensitive to different needs.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The standards relating to welfare, health and safety in paragraphs 7.(a) and (b), 8.(a) and (b), and 15, and NMS 11.1 are not met.

The admission register contains some inaccuracies and omissions, and admission details are not contained within one register. Admission and attendance registers are not backed up sufficiently frequently.

Action point 1

- **Ensure that the several admission registers currently existing are combined into one register which contains all the required information including full details of pupils' previous schools, date of birth and date of admission, and that the attendance and admission registers are backed up at least once a month [paragraphs 7.(a) and (b), 8.(a) and (b), and 15, and NMS 11.1].**

Recruitment checks on staff made as part of having regard to *Keeping Children Safe in Education* are not carried out or recorded consistently.

Action point 2

- **Ensure that references are taken up before an appointment is confirmed and information about previous employment is obtained for all new staff [paragraphs 7.(a) and (b), and 8.(a) and (b)].**

PART 4

Suitability of staff, supply staff, and proprietors

Visitors to boarding accommodation are appropriately supervised. The school does not make arrangements for guardianship.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18.(2)(a), (b), (c)(i), (ii) and (iii), (d) and (f), 18.(3), 20.(6)(a)(ii), 21.(3).(a)(i), (ii), (iii), (iv), (v) and (vii), and (b), and 21.(6), and NMS 14.1 are not met.

The required recruitment checks on staff have not been undertaken in a sufficiently thorough, careful and comprehensive manner prior to the start of employment. These include checking the identity of staff, their right to work in the UK, their medical fitness, whether they are barred from working with children, and prohibition orders on those engaged in teaching or management.

Action point 3

- **Ensure that all required recruitment checks on staff and governors are carried out before each person starts working at the school, including identity, barred list, medical fitness, right to work in the UK, prohibition from teaching and prohibition from management, and that these are correctly documented in staff files [paragraphs 18.(2)(a), (b), (c)(i), (ii) and (iii), (d) and (f), 18.(3) and 20.6.(a)(ii), and NMS 14.1].**

The single central register of appointments is inaccurately completed, with many checks incorrectly recorded or omitted. It does not include the names of all governors.

Action point 4

- **Ensure that all recruitment checks on staff and governors are recorded on the single central register of appointments where required, and that the register includes all governors/proprietors [paragraphs 21.(3).(a)(i), (ii), (iii), (iv), (v) and (vii), and (b), 21.(6), and, in consequence, NMS 14.1].**

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 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, and its results in public examinations, 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. A suitable statement of boarding principles and practice is published by the school.

The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7

Manner in which complaints are handled

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, and identifying those relating to the boarding provision.

The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

The standard relating to the leadership and management of the school in sub-paragraphs 34.(1)(a), (b) and (c), and NMS 13.1, 13.3, 13.4 and 13.5 are not met.

The proprietors have not discharged their responsibilities to ensure that the regulatory standards are consistently met in terms of securing the welfare, health and safety of pupils and in the checking of the suitability of staff and proprietors.

Action point 5

- **Ensure that the leadership and management of the school demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are met consistently and the well-being of the pupils is actively promoted [paragraphs 34.(1)(a), (b) and (c), and NMS 13.1, 13.3, 13.4 and 13.5].**

About the inspection

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 the chairman of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited 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

Mr John Dunston

Reporting Inspector

Ms Suzy Ward

Compliance Team Inspector
(Head of Academics and Boarding, ISA school)

Mrs Sarah Hollingsworth

Team Inspector for Boarding
(Director of Pastoral Care, Society of Heads school)

Ms Angela Beck

Team Inspector for Early Years
(Deputy for Early Years, Society of Heads school)