

BRIGIDINE SCHOOL WINDSOR
REGULATORY COMPLIANCE INSPECTION

21 TO 22 JUN 2016



School's Details

Full Name of School	Brigidine School Windsor
DfE Number	868/6011
Registered Charity Number	1104042
Address	Brigidine School Windsor Queensmead King's Road Windsor Berkshire SL4 2AX
Telephone Number	01753 863779
Email Address	SimonLarter@Brigidine.org.uk
Head of Education	Mr Simon Larter
Chair of Governors	Dr Helen Miller
Age Range	2 to 18
Total Number of Pupils	115
Gender of Pupils	Mixed (22 boys; 93 girls)
Early Years Foundation Stage	24 (9 boys; 15 girls)
Pupils' Ability	Data provided by the school indicate that the ability of the pupils is above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is six. One pupil has an education, health and care (EHC) plan, and requires support with learning and physical difficulties. Seventeen pupils have English as an additional language (EAL), three of whom receive support from the school.
History of the School	Brigidine was founded in 1948 as a Catholic girls' school by sisters of the Order of St Brigid. When the order withdrew in 2005, it became co-educational under lay management.
Ownership and Governing Structure	The school is a registered charity, governed by its trustees.

School's Details

School Structure	Brigidine is a day school which currently admits pupils from age 2 to 18. It welcomes pupils of all faiths and abilities.	
Inspection Dates	21 to 22 June 2016	
Other Useful Information:	(i)	The school occupies a single site in Windsor.
	(ii)	At the time of the inspection the senior school had no boys, and no pupils were in Year 9.

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. 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.

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 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. 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 of the regulatory framework described above, such as:

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- (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](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

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 to 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

In the junior school, the school uses its own framework to determine attainment, instead of the national framework.

At GCSE in the years 2012 to 2015, performance has been above the national average for maintained schools.

In the sixth form, A-level results in 2013 were above and in 2014 below the national average for sixth formers in maintained schools. The results for 2015 indicate that results were broadly in line with the national average.

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.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

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, but contains shortcomings in the arrangements of paediatric first aid for children in the EYFS. 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.

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. The standards relating to health and safety in paragraphs 6 – 12 and 14 – 16 are met, but the health and safety standard relating to the proprietor ensuring that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first-aid policy [paragraph 13] is not met.

Although there are always trained first aiders on duty throughout the working day, the provision for first aid fails to ensure that there is at least one fully trained paediatric first aider available at all times for children in the EYFS. The school took action during the inspection to ensure that additional members of staff will receive appropriate paediatric-first-aid training.

Action point 1

- **the school must ensure that sufficient members of staff are trained to the required level in paediatric first aid so that a fully trained paediatric first aider is present at all times during the working day, both at school and during trips and visits.**

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

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

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.

The standards relating to the premises and accommodation [paragraphs 22 - 31] 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 (EHC) 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.

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

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

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [paragraph 34] is met.

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, a governor and with the chair 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

Dr Christopher Ray	Reporting Inspector
Mr Christopher Sanderson	Accompanying Inspector