



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**The Old Hall School**

**March 2019**



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## School's Details

<b>School</b>	The Old Hall School			
<b>DfE number</b>	894/6000			
<b>Registered charity number</b>	528417			
<b>Address</b>	The Old Hall School Stanley Road Wellington Telford Shropshire TF1 3LB			
<b>Telephone number</b>	01952 223117			
<b>Email address</b>	enq@oldhall.co.uk			
<b>Headteacher</b>	Mr Martin Stott			
<b>Chair of governors</b>	Mr Richard Pearson			
<b>Age range</b>	4 to 11			
<b>Number of pupils on roll</b>	227			
	<b>Boys</b>	123	<b>Girls</b>	104
	<b>EYFS</b>	30	<b>Juniors</b>	197
<b>Inspection dates</b>	13 to 14 March 2019			

## 1. Background Information

### About the school

- 1.1 The Old Hall School is an independent day school for boys and girls aged between 4 and 11 years. Founded in 1845, it merged with Wrekin College in 2007 with whom it shares its current site in Wellington, near Telford in Shropshire.
- 1.2 Occupying its own buildings, the school also shares some facilities, such as the swimming pool and chapel, with Wrekin College. It is overseen by a governing body which consists of the trustees of the Wrekin Old Hall Trust.
- 1.3 The school is organised in two sections: the lower school, which includes the Early Years Foundation Stage (EYFS) and Years 1 to 2; and the upper school for pupils in Years 3 to 6. Both are managed by a single senior leadership team. Since the previous inspection, a deputy head teacher and assistant head have been appointed.

### What the school seeks to do

- 1.4 Within a Christian framework and family atmosphere, the school aims to promote a lively and happy ethos with good discipline based on mutual respect, in order to foster pupils' moral, intellectual, sporting, creative and cultural development. It seeks to enable all pupils to reach their full academic potential and to prepare them for the next stage of their education.

### About the pupils

- 1.5 Pupils come from a wide range of backgrounds representative of the local area; most live within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 45 pupils as having special educational needs and/or disabilities (SEND). All receive additional support. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 16 pupils of whom 13 receive additional specialist support. Data used by the school have identified 20 pupils as being the most able in the school's population. Their needs are met by their class teachers.

## 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 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 Arrangements are made to safeguard and promote the welfare of pupils in many areas but the school has not shown sufficiently clear understanding of current statutory guidance with regard to disqualification checks for those working with children under the age of eight, and in carrying out recruitment checks on staff in a timely manner.
- 2.9 **The standards relating to health and safety [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 relating to safeguarding [paragraph 7] are not met.**

#### Action point 1

- **the school must ensure that disqualification checks are carried out for those working with children up to the age of eight and that these and all other checks required by statutory guidance are carried out in a timely manner [paragraph 7 (a) and (b); EYFS 3.9, 3.14].**

### PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of supply staff and proprietors but not all checks of staff have been completed before appointment, in particular checks of medical fitness and criminal record checks, and the single central register (SCR) does not include accurate dates for all checks as required.

**2.11 The standards relating to the suitability of supply staff and the proprietor [paragraphs 19 and 20] are met but not all of those relating to checking the suitability of staff [paragraph 18] and keeping a register as required [paragraph 21] are met.**

### **Action point 2**

- the school must ensure that all required checks on staff are carried out before appointment, in particular checks of medical fitness and criminal record checks [paragraph 18(3); EYFS 3.9].

### **Action point 3**

- the school must ensure that dates of all checks are recorded accurately on the SCR, in particular checks on identity, qualifications and the right to work in the United Kingdom [paragraph 21(3)(a)(i, iv and vii); EYFS 3.9].

## **PART 5 – Premises of and accommodation at schools**

**2.12** Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

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

## **PART 6 – Provision of information**

**2.14** 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 any 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.

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

## **PART 7 – Manner in which complaints are handled**

**2.16** 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.

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

**PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, in particular with regard to recruitment processes, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is not met.

**Action point 4**

- the school must ensure that leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, in particular with regard to recruitment processes, so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].



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

#### Inspectors

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Reporting inspector

Mrs Annette Nightingale

Compliance team inspector (Senior teacher, IAPS school)