



ISI Independent
Schools
Inspectorate

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

THE PREBENDAL SCHOOL

APRIL 2018



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SCHOOL'S DETAILS

School	The Prebendal School			
DfE number	938/6128			
Registered charity number	307370			
Address	The Prebendal School 53/55 West Street Chichester West Sussex PO19 1RT			
Telephone number	01243 772220			
Email address	headpa@prebendalschool.org.uk			
Head	Mrs Louise Salmond Smith			
Chair of governors	The Very Reverend Stephen Waine			
Age range	3 to 13			
Number of pupils on roll	178			
	Boys	97	Girls	81
	Day pupils	157	Boarders	21
	EYFS	28	Pre-prep	24
	Prep	126		
Inspection dates	25 to 26 April 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 The Prebendal School is a co-educational day and boarding school for pupils aged between three and thirteen years. It is also the chorister school for Chichester Cathedral. The school is the oldest school in Sussex, probably dating back to the foundation of Chichester Cathedral in the 11th century. It is housed in historic and purpose-built accommodation, on a single site adjacent to the cathedral. The school is a charitable trust administered by a board of governors, chaired by the dean of the cathedral.
- 1.2 The school is split into three sections: the nursery for children in the Early Years Foundation Stage (EYFS) aged three to four years; the pre-preparatory department for pupils in Reception to Year 2 and the preparatory department for pupils in Years 3 to 8. Pupils can board from the age of seven years on either a full, weekly or flexible basis and are accommodated in separated facilities on the school site.
- 1.3 Since the previous inspection, the school has re-defined the senior leadership team and developed monitoring systems for teaching and learning. A new head was appointed in September 2017.

What the school seeks to do

- 1.4 The school's aim is to foster the academic, physical, spiritual, moral and social development of all pupils within a happy, caring and safe environment. It seeks to provide the highest standards of teaching and learning experiences, and care for the specific individual needs of all pupils, enabling them each to achieve their full potential.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and physical disabilities, 12 of whom receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 46 pupils as being the most able in the school's population, and the curriculum is modified for them and for 69 other pupils because of their special talents in music, sports and creative arts.

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points 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 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, including the boarding NMS, 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, 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.

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](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 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, 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

- 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. 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.
- 2.6 **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

- 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; attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for 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.
- 2.9 Arrangements to safeguard and promote the welfare of pupils do not have sufficient regard to current statutory guidance, in particular with regard to the safer recruitment of staff and proprietors. The school has not ensured that references and checks against the prohibition from teaching and management lists have been undertaken consistently in a timely manner before staff begin work at the school. A check against the barred list has not been undertaken for staff whose disclosure and barring service (DBS) certificate has not been seen by the school before they commence work. Written notification has not been obtained to demonstrate that safer recruitment checks have been conducted by external organisations, whose staff volunteer and work in regulated activity at the school. Appropriate employment information to confirm checks is not retained in staff files.
- 2.10 The admission register is not suitably maintained. The register does not record the destination school of pupil leavers and the local authority is not informed about pupils who leave or join at non-standard transition times during the school year.
- 2.11 The medical and first aid accommodation provided for boarding pupils who are sick or injured is not suitable because there is no washbasin in the room and the toilet facility is not within easy reach nor

adequately separated from provision for other boarders, to ensure the health and well-being of all boarders.

2.12 The standards relating to welfare, health and safety in paragraphs 9 to 14 and 16, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2, 4 to 10 and 12 to 16 are met but those in paragraphs 7 and 8 [safeguarding], paragraph 15 [admissions] and in NMS 3 and 11 [boarders' health and well-being and child protection] are not met.

Action point 1

- the school must ensure that prohibition from teaching and management checks as appropriate to staff roles are undertaken prior to staff starting work at the school [paragraphs 7 and 8; NMS 11]

Action point 2

- the school must ensure that a barred list check is undertaken for staff with delayed DBS certificates [paragraphs 7 and 8; NMS 11]

Action point 3

- the school must ensure that it obtains written notification from external organisations that required checks have been conducted on staff who are employed by organisations, but who volunteer and work in regulated activity at the school [paragraphs 7 and 8; NMS 11]

Action point 4

- the school must ensure that appropriate information to confirm checks is retained in staff files [paragraphs 7 and 8; NMS 11]

Action point 5

- the school must ensure that the admission register is appropriately maintained by listing the destination school of leavers and that the statutory requirement for reporting pupils who leave at non-standard transition times under Children Missing in Education 2016, is adhered to [paragraph 15]

Action point 6

- the school must ensure that suitable medical accommodation is provided to ensure the health and well-being of boarders [NMS 3.2]

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

2.13 The school does not make all required appropriate checks to ensure the suitability of staff and proprietors. Medical fitness and right to work checks have not been undertaken on some staff and proprietors and not all checks are completed before a person starts work at the school. The single central register (SCR) of staff appointments is not maintained as required because of incorrect recording and omissions, including to identify whether or not certain recruitment checks are required, namely those relating to references; qualifications; medical fitness; right to work; barred list; prohibition from teaching and management checks;. The school does not use supply staff. Visitors to boarding accommodation are appropriately supervised.

2.14 The standard relating to the suitability of those in contact with pupils at the school in paragraph 19 and NMS 14.2 to 14.6 are met but those in paragraphs 18, 20 to 21 [appointment of staff and

proprietors; the single central register of appointments] and NMS 14.1 [safer recruitment] are not met.

Action point 7

- the school must ensure that medical fitness, and right to work checks are undertaken on staff and proprietors before they start work at the school [paragraphs 18(2)(c)(ii) and (iii); 18(2)(f) and 20(6)(b)(ii); NMS 14.1]

Action point 8

- the school must ensure that all recruitment checks are completed before a person starts work at the school [paragraphs 18(3); NMS 14.1]

Action point 9

- the school must keep and appropriately maintain a single central register of staff appointments which ensures all checks have an entry, as applicable to the staff position and, in particular, records checks against the barred list; the right to work for staff, and relevant checks of governors. [paragraph 21(1); 21(3)(a)(ii); 21(3)(a)(vii) and 21(6); NMS 14.1]

PART 5 – Premises of and accommodation at schools

2.15 Suitable toilet and changing facilities for pupils 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.

2.16 Suitable showering facilities are not provided for day pupils aged 11 years and over. The medical accommodation for pupils who are sick or injured is not suitable, because it does not have a washing facility within the room and is not near to a toilet facility.

2.17 The standards relating to the premises and accommodation in paragraphs 25 to 30 and NMS 5 are met but those in paragraphs 23 to 24 [toilets and changing accommodation; medical accommodation] are not met.

Action point 10

- the school must provide showering facilities for pupils age 11 years and over [paragraph 23(1)(c)]

Action point 11

- the school must provide suitable accommodation to cater for pupils' medical needs and the care of sick and injured pupils [paragraph 24(1)(b)]

PART 6 – Provision of information

2.18 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.

2.19 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

2.20 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.

2.21 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

2.22 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, fulfil their responsibilities effectively and actively promote the well-being of the pupils. Safeguarding and safer recruitment procedures are not correctly implemented and the statutory requirements associated with pupil admissions are not adhered to. Medical accommodation is not suitable to ensure pupils' health and well-being, including for those who board. Showering facilities are not provided for day pupils over the age of 11. The leadership and management of boarding does ensure that the required policies are in place but not all records, namely those relating to safer recruitment checks, are maintained and effectively monitored.

2.23 The standards relating to leadership and management of the school in sub-paragraph 34(1)(a to c) [knowledge and skills; the fulfilment of responsibilities; promoting the well-being of pupils] NMS 13.1; 13.3 to 13.5 and 13.8 [management and development of boarding] are not met.

Action point 12

- the school must ensure that that leadership and management acquire the good skills and knowledge to fulfil their responsibilities effectively, so that the standards are met consistently, and pupils' well-being is actively promoted [paragraph 34(1)(a), (b) and (c); NMS 13.1; 13.3 to 13.5 and 13.8].

INSPECTION EVIDENCE

2.24 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 an assembly. Inspectors visited boarding houses and 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

Mrs Sue Bennett

Reporting inspector

Mr Graham Sims

Accompanying inspector

Mr David Pafford

Team inspector for boarding (Deputy head, IAPS school)