



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

URSULINE PREPARATORY SCHOOL, WIMBLEDON

MARCH 2017



School's details

School	Ursuline Preparatory School, Wimbledon			
DfE Number	315/6003			
Registered charity number	1079754			
Address	18 The Downs Wimbledon London SW20 8HR			
Telephone number	020 8947 0859			
Email address	office@wups.co.uk			
Headteacher	Mrs Anne Farnish			
Chair of governors	Mr Francis Bacon			
Age range	3 to 11			
Number of pupils on roll	258			
	Boys	17	Girls	241
	EYFS	67	Years 1 to 6	191
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 13. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Forty-four pupils have English as an additional language (EAL) and receive support from the school.			
History of the school	Ursuline Preparatory School was established in 1892 by the Ursuline Sisters of the Roman Union and moved to its current site in 1944. In 2015, a new Early Years Foundation Stage (EYFS) building, with four additional classrooms, was constructed.			
Ownership and governing structure	The school is overseen by a board of trustees, appointed by the Ursuline order, who are the school's proprietors. Day-to-day oversight of the school is assigned to a separate board of governors.			
School structure	The school takes day pupils from the ages of 3 to 11			

	years, being co-educational to the age of four years and girls only from Reception through to Year 6.
Other useful information	The school has a single campus and, from Reception, pupils join one of the four school houses.
Inspection dates	29 to 30 March 2017

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. 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 unmet 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:

- (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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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, instead of the national framework.

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.

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

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.

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance, except in the undertaking of checks on prohibition from teaching for those staff, such as visiting music and sports teachers and classroom support staff, who are not qualified teachers, but whose role meets the definition of teaching work.

The standards relating to welfare, health and safety in paragraphs 9 to 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 in paragraphs 7 (a) and (b) are not met.

Action point 1

- **the school must ensure that checks are undertaken prior to work starting to confirm that no person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the**

2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction [paragraphs 7 (a) and (b)].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors.

A register is kept as required, except that the school has not included a record of checks undertaken on supply staff. Information on such checks was added during the inspection.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17 to 20 and 21 (1 to 4) and 21 (6 to 8) are met but those in paragraphs 21 (5) (a) and (c) are not met.

Action point 2

- **in relation to supply staff, the school must ensure that the single central register shows whether checks have been made to the extent relevant to any such person; and, where written notification has been received from an employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school. [paragraphs 21 (5) (a) and (c)].**

PART 5

Premises of and accommodation at schools

Suitable toilet and changing 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 English as an additional language. They also include particulars of the school's 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

The school has a procedure which enables parental complaints to be 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.

In handling a complaint addressed directly to the governing body, the school did not follow the required procedure, in that it did not provide for the complaint to be addressed through a formal stage or panel hearing. Records were not kept appropriately, including detailing any action taken.

The standard relating to the handling of complaints in paragraph 33 (sub-paragraphs (e), (f) and(j)) is not met.

Action point 3

- the school must ensure that its complaints procedure is correctly implemented in establishing a formal procedure and, where the parent is not satisfied with the response to the complaint made in accordance with the formal procedure, in making provision for a hearing before a panel [paragraphs 33 (e) and (f)].

Action point 4

- the school must ensure that it provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and (i), whether they are resolved following a formal procedure or proceed to a panel hearing, and of action taken by the school as a result of those complaints (regardless of whether they are upheld) [paragraph 33 (j)].

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 and with representatives of the governing body. They attended a registration session and considered the pattern and structure of 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 Christopher Sanderson

Reporting inspector

Mrs Charlotte Bingham Brindle

Compliance team inspector (Communication and compliance officer, IAPS school)