



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

THORNGROVE SCHOOL

MAY 2017



SCHOOL'S DETAILS

School College	Thorngrove School			
DfE Number	850/6033			
Address	The Mount Highclere Newbury Berkshire RG20 9PS			
Telephone number	01635 253172			
Email address	aking@thorngroveschool.co.uk			
Headmaster	Mr Adam King			
Proprietors	Mr Nicholas Broughton; Mrs Constance Broughton			
Age range	2 ½ to 13			
Number of pupils on roll	232			
	Boys	143	Girls	84
	EYFS	73	Juniors	122
Pupils' ability	The school's own assessment indicates that the ability of pupils on entry is broadly average.			
Pupils' needs	The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is twenty-five. None has a statement of special educational needs or an education, health and care (EHC) plan. Six pupils have English as an additional language (EAL), all of whom receive support.			
History of the school	Thorngrove School is a co-educational day school. It was founded in 1988 by the proprietors, who act as principals; they jointly led the school until the appointment of the present headmaster in 2009. One of the principals now acts as bursar.			
Ownership and governing structure	The principals are responsible for the financial matters of the school, oversight of statutory requirements and general school policies, with daily contact with parents maintained by the headmaster.			

School structure

The school is divided into three sections: the Lower School which consists of the Nursery to Year 2; the Middle School which includes Years 3 to 5; and Years 6 to 8 comprise the Upper School. The Early Years Foundation Stage (EYFS) is situated on the ground floor of the main building and has direct access to its own outdoor play area. The school has a house system where children are allocated to one of the four houses.

Inspection dates

17 to 18 May 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 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:

- (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, the 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

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. 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 standards relating to welfare, health and safety [paragraphs 6–16], 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.

PART 4

Suitability of staff, supply staff, and proprietors

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

The single central register of appointments is inaccurately completed, with required entries omitted and many entries not dated.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 to 20 are met, but those in paragraph 21 [the single central register of appointments] are not met.

Action point 1

- **the school must ensure that it records accurate information on the single central register with regard to appointment checks on staff and the proprietors, including the date on which each relevant check was made [paragraph 21(1), (3), (4) and (7)]**

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 school does not provide showering facilities for pupils over the age of 11 years after physical education.

The standard relating to the premises and accommodation in sub-paragraphs 23(a) and (b), and paragraphs 24 to 29 are met but those in sub-paragraph 23(c) [changing accommodation] are not met.

Action point 2

- **the school must ensure that showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education [paragraph 23(c)]**

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 ethos of the school, the school's arrangements for admission, 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.

Up-to-date information regarding behaviour, bullying, first aid, and details of the complaints procedure are available to parents but the school does not provide details to prospective parents of the availability of this information. The school does not provide information for parents or prospective parents on health and safety, exclusions, 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.

The standards relating to the provision of information in sub-paragraphs 32(1)(c) to (g); 32(2)(a) and (d) and 32(3)(g) are met, but those in sub-paragraphs 32(1)(a) and (b), 32(2)(b) and 32(3)(a) to (f) are not met.

Action point 3

- the school must ensure that the required information is provided both to parents of pupils and parents of prospective pupils, in particular the proprietors' full names, addresses for correspondence during both term-time and holidays, and a telephone number or numbers on which the proprietors may be contacted at all times [paragraphs 32(1)(a) and 32(2)(b)(ii)]

Action point 4

- the school must ensure that up-to-date particulars of the school's policies and arrangements for the following areas are made available to parents and parents of prospective pupils: admissions, misbehaviour and exclusions; educational and welfare provision for pupils with EHC plans; particulars of the curriculum policy; current particulars of arrangements for meeting the standards contained in policies for behaviour, bullying, health and safety and first aid; current details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year [paragraphs 32(1)(b) and (3)(a) to (f)].

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 actively promote the well-being of the pupils including that of safeguarding children.

The proprietors, have not discharged their responsibilities with regard to ensuring that the regulatory standards are consistently met. The proprietors and school leadership have not demonstrated good skills and knowledge appropriate to their role and responsibilities in maintaining a suitable central register of staff appointments and providing parents with required information.

The standards relating to leadership and management of the school in sub-paragraph 34(1)(c) are met but those in sub-paragraphs 34(1)(a) and (b) are not met.

Action point 5

- **the proprietors must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge so that the Independent School Standards are met consistently [paragraph 34(1)(a) and (b)]**

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 proprietors. 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 Kim Parsley

Reporting inspector

Miss Dina Hamalis

Compliance team inspector (Academic director, IAPS and GSA school)