

REGULATORY COMPLIANCE INSPECTION

OXFORD MONTESSORI SCHOOLS

JUNE 2017



SCHOOL'S DETAILS

School	Oxford Montessori Schools			
DfE Number	931/6119			
Address	Oxford Montessori Schools Forest Farm Elsfield Oxon OX3 9UW			
Telephone number	01865 352062			
Email address	admin@oxfordmontessori.co.uk			
Principal	Judith Walker			
Proprietors	Daniel Ardizzone and Judith Walker			
Age range	2 to 16			
Number of pupils on roll	141			
	Boys	81	Girls	60
	EYFS	73	Juniors	44
	Seniors	24		
Pupils' ability	The school's own assessment indicates that the ability of pupils on entry is broadly average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 13. They require support with fine motor co-ordination, literacy and emotional/behavioural difficulties. One pupil has an education, health and care (EHC) plan. Nine pupils have English as an additional language, (EAL) of whom one receives additional support.			
History of the school	The main setting at Forest Farm opened in January 2000.			
Ownership and governing structure	The group of schools is owned by its two proprietors, one of whom is also the principal, in a limited partnership.			
School structure	The main school at Forest Farm consists of three departments: nursery, primary and secondary.			
Other useful information	In addition to the main school, there are two			

nursery settings in Wolvercote and St Giles, Oxford.

Inspection dates

7 to 8 June 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](#).

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

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

At GCSE in the years 2014 to 2016, the number of pupils entered has been too small to enable a national comparative assessment of attainment to take place.

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; several health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; attendance registers are maintained, as required. A disability access plan is in place.

Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The safeguarding policy does not provide sufficient guidance for staff. It does not make the referral process following safeguarding concerns clear; it does not include procedures for referring a safeguarding concern about the principal. The school does not always carry out separate barred list checks when the DBS check is not available for staff taking up a post. The school does not always check whether a person taking up a teaching appointment has been prohibited from teaching. The school does not ensure that all staff have read and understood Part 1 of *Keeping Children Safe in Education* (KCSIE) or that leaders and staff who work with children have read Annex A. The proprietor does not ensure that an annual review of safeguarding policies and procedures takes place. The school does not ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online. The school has not undertaken a fire risk assessment at its Forest Farm site. The school does not have a written risk assessment policy. The admission register does not always contain the original date on which the pupil started at the school.

The standards relating to welfare, health and safety in paragraphs 7(a) and (b), 12, 15, and 16 are not met.

Action point 1

- The school must ensure that the safeguarding policy pays due regard to current statutory guidance [paragraphs 7(a) and (b)].

Action point 2

- The school must ensure that, when the DBS check is not available, a separate barred list check is carried out and that checks are made to establish that those employed in teaching posts are not prohibited from teaching [paragraphs 7(a) and (b)].

Action point 3

- The school must ensure that all staff have read and understood Part 1 of *Keeping Children Safe in Education* (KCSIE), and that all leaders and staff who work with children have read KCSIE Annex A [paragraphs 7(a) and (b)].

Action point 4

- The proprietor must ensure that the school's safeguarding policy and procedures are reviewed at least annually [paragraphs 7(a) and (b)].

Action point 5

- The school must ensure that appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material on line [paragraphs 7(a) and (b)].

Action point 6

- The school must ensure that a suitable fire risk assessment is undertaken for each school site [paragraph 12].

Action point 7

- The school must ensure that pupils' original dates of admission are recorded on the admission register [paragraph 15].

Action point 8

- The school must ensure that a written risk assessment policy is in place and implemented effectively [paragraph 16].

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

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

The school does not make all the appropriate checks to ensure the suitability of staff. Dates of carrying out an identity check are not routinely recorded in the single central register, which also does not contain the dates on which checks on qualifications and the right to work in the UK and overseas checks were undertaken. Copies of staff qualifications are not always retained as required. Not all recently employed staff who work in regulated activity are included in the single central register.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met but those in paragraphs 18 and 21 are not met.

Action point 9

- The school must ensure that it checks each member of staff's identity, right to work in the UK and, where appropriate, qualifications and, where relevant, carries out overseas checks before employment commences [paragraphs 18 (2)(c)(i),(iii) and (iv) and 18(2)(e)].

Action point 10

- The school must ensure that every member of staff employed at the school is entered on the single central register of appointments, and that the register records the dates on which each person's identity, right to work in the UK and, where appropriate, qualifications were checked and, where relevant, overseas checks were undertaken [paragraphs 21(3)(a)(i),(iv),(vii) and (viii)].

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 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 does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively so that other standards are consistently met. Policies and procedures are not implemented effectively in relation to safeguarding, including online safety, risk assessment and checks on the suitability of staff, indicating that leadership and management are not effectively promoting the well-being of pupils.

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

Action point 11

- The proprietor must ensure that the leadership and management demonstrate good skills and knowledge, so that other standards are consistently met [paragraph 34(a)].

Action point 12

- The proprietor must ensure that the leadership and management fulfil their responsibilities effectively so that other standards are consistently met [paragraph 34(b)].

Action point 13

- The proprietor must ensure that the leadership and management actively promote the well-being of pupils [paragraph 34(c)].

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. 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

Mrs Kate McCarey

Reporting inspector

Mr Steven Popper

Additional reporting inspector

Mrs Elizabeth Bell

Compliance team inspector (Bursar, IAPS school)