



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The Daiglen School**

**June 2022**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		8
Recommendation		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
<b>4. Inspection Evidence</b>		<b>13</b>

### School's Details

<b>School</b>	The Daiglen School			
<b>DfE number</b>	881/6014			
<b>Registered charity number</b>	273015			
<b>Address</b>	The Daiglen School 68 Palmerston Road Buckhurst Hill Essex IG9 5LG			
<b>Telephone number</b>	0208 5047108			
<b>Email address</b>	admin@daiglenschool.co.uk			
<b>Headteacher</b>	Mrs Patricia Dear			
<b>Chair of governors</b>	Mrs Sue Barnes			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	123			
	<b>EYFS</b>	36	<b>Juniors</b>	87
<b>Inspection dates</b>	07 to 10 June 2022			

## **1. Background Information**

### **About the school**

- 1.1 The Daiglen School is an independent co-educational day school. Founded in 1916, the school moved to its present location in 1950. In 1977, it became an educational trust, under the oversight of a board of governors. The school comprises two sections: the Early Years Foundation Stage, for children aged three to five years; and the Infant and Junior school, for pupils aged five to eleven years. The school is owned by a charitable trust of which all members of the governing board are trustees. Since the previous inspection in January 2018, the outdoor area has been remodelled to provide an all-weather sports surface for playtimes and after school sports clubs.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### **What the school seeks to do**

- 1.3 The school aims to enhance and enrich pupils' personal, social, creative, academic and physical development in order that they become confident, independent and responsible citizens, who take pride in their efforts, achievements and aspirations. The school seeks to provide the right balance of challenge and support and to provide a broad and balanced education that enables pupils to develop appropriate knowledge, skills, attitudes and values for the 21st century.

### **About the pupils**

- 1.4 Pupils come mainly from the local area and from a diverse mix of cultural, ethnic and religious backgrounds. Nationally standardised test data provided by the school indicate that the ability profile of the pupils is in line with age expectations. The school has identified five pupils who require support for special educational needs and/or disabilities, primarily dyslexia and autism spectrum disorder (ASD). No pupil has an education, health and care plan. Thirty-six pupils speak English as an additional language and receive support in the classroom.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 standards 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 the 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, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 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.
- 2.9 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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **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 published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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 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.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils make excellent progress, achieving highly in their studies.
- Pupils have highly developed communication skills which they use to excellent effect.
- Pupils have excellent attitudes to learning and apply themselves extremely well in lessons.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have excellent levels of self-knowledge, self-esteem and resilience.
- Pupils have a deep understanding of the spiritual aspects of life and greatly appreciate the many opportunities they have to reflect on the beauty and wonder of the world around them.
- Pupils have strong moral awareness and a clear sense of right and wrong.
- Pupils have an excellent understanding of and respect for diversity and a genuine commitment to equality.

#### Recommendation

3.3 The school should make the following improvement:

- Extend pupils' achievement by ensuring all planning and teaching offers pupils sufficient challenge and opportunities to engage as creative and active learners, as they do in the most successful lessons.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Data provided by the school, and confirmed by work scrutiny and lesson observations, indicate that progress is strong, particularly in the upper school, with most pupils achieving above, and frequently well above, expected levels by the end of Year 6. This is confirmed by the consistently excellent results that pupils achieve in senior school entrance tests and by the significant proportion who gain competitively sought scholarships across a range of subjects. Pupils with additional needs achieve similar levels of attainment to others due to the careful monitoring of progress and the provision of timely and highly personalised support. Occasionally, progress for younger pupils is slower, particularly where lessons provide insufficient challenge or less room for pupils to go beyond the set task.



- 3.6 Throughout the school pupils make excellent progress in the development of their knowledge, skills and understanding. The personalised and individually supported approach throughout the school, ultimately enables pupils of all abilities to make significant progress in all curriculum areas. For example, in the Nursery, children use mathematical language accurately to describe their experiences, and they demonstrate early competence with ICT as they interact naturally with touch-screen devices. By the end of the EYFS most children are writing in full sentences with plausible attempts at spelling and increasingly accurate letter formation, as was seen in their independently written descriptions of monsters. Pupils in the lower part of the school, begin to understand scientific principles explaining that clothes get wet in the snow because the 'snow melts and turns to water'. Pupils make equally strong progress in their mathematical, human and social, physical and creative development, demonstrating above expected levels for their age in all areas. This was highlighted as older pupils successfully identify the homonym(s) in a variety of different sentences, and, as part of a study on the works of Charles Dickens, recognised that they could further develop their descriptive writing ability by using greater detail in creating visual pictures within their own text.
- 3.7 Pupils develop highly effective communication skills from a very young age. In the EYFS children listen attentively and respond promptly to instructions and begin to develop early pencil grip and manual dexterity in preparation for writing by, for example, using lolly sticks to make patterns in a sand tray. Pupils express themselves clearly when discussing how they had felt before a speech and drama examination, or when responding with confidence, and excellent accents, in a Year 2 Spanish lesson. They speak with clarity and great confidence when talking or reading from text and produce written work of a consistently high standard. During a Year 3 and 4 Drama lesson, several pupils performed their LAMDA presentations in front of their peers. All were excellent and performed at a high standard for their age, they were precise, clear in their pronunciation and characterisation, and very confident.
- 3.8 The development of pupils' numeracy skills is excellent. From the EYFS onwards, pupils begin to develop a natural confidence with numbers and mathematical operations. In Reception, children can identify which group has more and which has fewer when comparing two pictures, first by estimation and then by counting. In Year 1, pupils work independently, in pairs and small groups to accurately complete a range of tasks exploring number patterns, including different ways to make ten from two single digit numbers, and jump counting in fives. Pupils readily transfer their numeracy skills to other areas of their learning, for example, using their knowledge of angles and 3D shapes to complete perspective drawings in art, or using measurement, directional language and scale when completing map work in geography. Older pupils work at a high level in class, and confidently apply their engrained mathematical knowledge in other curriculum areas. The pupils are suitably challenged by the high expectations of their teachers and show great resilience in working their way towards finding the correct answer. This was well reflected in a Year 6 mathematics lesson on sequencing and creating formulaic equations during which pupils continued to persevere until they succeeded, using skills and knowledge well above those expected for their age.
- 3.9 Pupils are highly adept at using ICT to support their learning. In the EYFS, children use digital technology with great confidence to create pictures and patterns, changing different filters to create the effects they want. Timetabled teaching of ICT from an early age, reinforced by its regular use in all subject areas, ensures that ICT is well embedded within pupils' learning. Pupils use ICT naturally as it forms an integral part of the curriculum from their earliest years; this is a result of governors' strategic investment to ensure that ICT is well resourced throughout the school. Throughout the school pupils use ICT highly effectively to enhance their learning whether it be to conduct research into rainforest habitats; compose music using different apps and software, or to create a Spanish e-book. Digital platforms are used extensively and effectively by pupils to complete and submit homework tasks. Pupils say that the feedback they receive from their teachers via digital platforms is particularly helpful in enabling them to make improvements and progress. Governors have been instrumental in making funds available to extend the availability of ICT across the school. Coding and programming are popular activities for the pupils who show great skills in these areas. The most able coders have taken the initiative to create their own coding club to support younger pupils in developing their skills.

- 3.10 Pupils across the school exhibit excellent study skills in relation to their ages. In the EYFS, children use resources constructively to solve number problems or to adapt their environment to fit a play narrative. Younger pupils know that practice makes perfect and are highly supportive of each other to 'have another go'. Older pupils understand how to conduct research and compare sources before selecting the most useful: they also know that copying source material is not permitted. Pupils were seen to apply these skills in their learning and demonstrated their ability to analyse and hypothesise information in a number of academic subjects. In preparation for a national writing competition, pupils employed a plan, write, review, edit approach to great effect to produce high quality pieces that were well received by the judges. In response to the pre-inspection questionnaire, almost all parents agreed that the school equips their child with the teamworking, collaborative and research skills they need in later life.
- 3.11 Pupils have a well-developed understanding of how to conduct a fair test, as was seen in pupils' science books, where they undertake experiments and then analyse, hypothesise and assess the outcomes: for example, assessing the impact of different surfaces on the distance a car would travel, and the relative effect of heat on different liquids. In Year 4 pupils develop effective note taking skills as they record the main points from a video about how Muslims lives are guided by the Qur'an, before summarising their notes in the form of a report.
- 3.12 The academic and other achievements of the pupils at the school are of a high standard with pupils consistently attaining success at local and regional level in a number of competitive events. These include the UK Maths Challenges, creative writing and poetry competitions and LAMDA results which are frequently at merit and distinction level. There is similar success in music grade examinations and art and design competitions. The school, in relation to its size, enjoys significant success in sports, including, in recent years having the national ISA table tennis champion. Every pupil, due to the school's highly personalised focus, has significant opportunities and experiences to identify, and then further develop whatever individual talents or abilities they have within them.
- 3.13 Pupils throughout the school, from the EYFS upwards have an exceptionally positive attitude to learning. They are consistently enthusiastic and eager to learn. They are willing and able to take the initiative in their learning, and in almost every lesson observed by inspectors, pupils worked collaboratively to complete a task, for example devising their own games using a given set of equipment in PE; or, in Year One, working in pairs to dress a paper doll for different weather conditions. Pupils are highly supportive of each other and as a result no one is scared of making a mistake; indeed, the pupils are clear that mistakes are just an opportunity to learn. They recognise the importance of not giving up and see this a valuable characteristic, reflecting the school motto, *persevere and excel*. As a result, pupils develop initiative, self-motivation, and a genuine desire to improve by taking responsibility for their own learning and development, both academically and in their own personal development. This was evident in an excellent PSHE lesson where pupils were open and honest with their peers, and happily identified and described their own personal characteristics, including both strengths and weaknesses.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils' self-knowledge, self-esteem and self-confidence are excellent. They have a secure understanding of their own strengths and weaknesses as shown by their willingness to have a go without fear of making a mistake. Throughout the school, pupils are highly resilient as they are encouraged to face challenges, strive to improve and to work things out for themselves. They appreciate the supportive guidance they receive from their teachers' comments in their workbooks. They readily take on board the suggestions they are given to make their work 'even better'. For example, when sequencing and creating formulaic equations, pupils demonstrated great determination to succeed, showing resilience in working towards the correct answer by trying a range

of different methods. Pupils' high levels of self-awareness and resilience ensure that they are well prepared for the next stage of their learning. Every parent who responded to the pre-inspection questionnaire agreed that the school helps their child to be confident and independent.

- 3.16 Across the school pupils are highly adept decision-makers. In the EYFS children make appropriate choices from the available activities to meet their individual needs and interests. As a result, all are fully engaged in meaningful play that contributes to their ongoing development and learning. Pupils understand that the decisions they make academically, in their relationships, and in the choices they make about lifestyle, will have an impact on them both now and in their future. Pupils are determined to do their best in all regards and understand that whilst their teachers help them to achieve this, it is they who are ultimately responsible for their own success. This is particularly evident in the positive attitude they show towards practising for music and drama grades and when preparing for senior school entry exams.
- 3.17 Pupils have a deep understanding of the non-material aspects of life and appreciate the many opportunities they have to reflect on the beauty and wonder of the world around them. They speak with great eloquence of the pleasure they receive from allowing their imaginations to run free as they write stories in response to music or take a moment to meditate as part of well-being Wednesday. As pupils move up through the school, they develop an excellent spiritual understanding. This is developed by the many experiences and opportunities they have during their time at school. They gain an awareness and understanding of other religions and cultures through the school's PSHE and Religious Education programmes, enabling them to develop an understanding and appreciation of the non-material aspects of life. In discussion, a group of pupils in response to the question 'What is really important in life?' responded exceptionally by saying 'Family, friends, kindness, being determined, doing what you want to do, not being discriminated against, believing in yourself, knowing how to behave towards other people and having positivity and confidence'.
- 3.18 Pupils have an excellent notion of right and wrong in line with the school's aim to instil in children behaviour and conduct that upholds the Christian values of the school. They behave well at all times, are polite, show respect and kindness towards each other and appreciate the importance and need for rules and maintaining high standards both in school and in a civilised society. Pupils recognise the importance of abiding by an agreed set of rules, to 'prevent chaos', whilst also saying that rules shouldn't matter as you should 'just behave to feel proud of yourself'. Pupils fully understand the importance of taking responsibility for their behaviour, and as such have an excellent moral understanding. They are quick to apologise if they have broken a school rule or upset a fellow pupil.
- 3.19 Pupils work extremely well together in class and in sport, music, drama and after school activities. The pupils fully understand the need to work as a team to achieve a common goal as seen in a Year 4 ICT lesson where pupils demonstrated excellent technical knowledge as they worked in groups to design and build a robot model before programming it to move. Pupils' social development and behaviour is consistently excellent due to the high priority school leaders place on this. In their responses to the pre-inspection questionnaire, every pupil agreed that pupils readily support each other, and this was echoed by parents who almost unanimously agreed that the school helps their child develop strong teamwork and social skills.
- 3.20 Pupils relish the opportunities they have to take responsibility, whether as a snack or first aid monitor, or when representing their classmates on the school and eco-councils. Pupils take these roles very seriously, making useful and thoughtful suggestions about ways to improve the school environment by, for example, organising a competition to design no parking signs to be placed outside the school gates or helping to develop environmentally friendly policies to plant trees in the school grounds. Pupils are equally committed to helping those less fortunate than themselves including those in the local community and overseas. They select two charities to support each year and have raised significant funds organising activities such as a sponsored walk around the local park for a medical charity, and a 'yellow' theme day to raise funds for a school in Sierra Leone. As pupils progress through the school, they continue to make a positive contribution supporting and inspiring others through

roles such as house captains and sports captains. Children in the upper years show great care and consideration for younger children, always keen to help and support them at playtimes, in the dining room, and during assembly times. They speak enthusiastically about visiting residents in a local care home to sing carols at Christmas, recognising the pleasure this brings to others and the positive impact it has on their own confidence.

- 3.21 Pupils have an excellent understanding of and respect for diversity, stating categorically that it ‘doesn’t matter that you are different, just that you are friends’. Pupils are knowledgeable, respectful and genuinely interested in cultures and traditions different from their own. This is evident in the respect and curiosity shown in lessons, assemblies and on educational trips that explore a range of religious, cultural and philosophical beliefs and traditions. Pupils further demonstrate their appreciation and understanding of different cultures and religions through informative displays, for example on the meaning and practice of Ramadan in Islam. Pupils are highly accepting of each other as individuals. They are secure in the knowledge that everyone is treated equally and fairly and they strongly defend the right for everyone to be an individual.
- 3.22 From an early age, as a result of a well-planned pastoral curriculum, a range of age-appropriate educational assemblies and talks, and supportive and readily available staff, including, an external counsellor who visits weekly, the pupils develop a secure understanding of how to stay safe and lead a healthy life. In conversations with inspectors, they expressed a clear understanding of the benefits of regular exercise and realise that mental health is as important as physical health. Younger pupils know that hand washing and sanitising helps to stop the spread of germs, and, at mealtimes, they make sensible choices based on their understanding of the consequences of eating too much sugar or not drinking enough water.
- 3.23 In their responses to the pre-inspection questionnaire parents and pupils were almost unanimous in their view that the school encourages children to adopt a healthy lifestyle. Pupils appreciate fully that a healthy, balanced life is a vital factor in their ongoing well-being and individual development. Pupils are acutely aware of the potential dangers of social media and other online activities and know the steps they can take to keep themselves safe by, for example, withholding personal information, and reporting any concerns to a trusted adult.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Chris Manville	Reporting inspector
Mrs Clare-Anne Bruce	Compliance team inspector (Head, IAPS school)
Mr Richard Evans	Team inspector (Former head, IAPS school)