

CLAYESMORE PREPARATORY SCHOOL

**FOCUSED COMPLIANCE INSPECTION
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

04 TO 05 OCTOBER 2016



School's Details

Full Name of School	Clayesmore Preparatory School
DfE Number	835/6028
Registered Charity Number	306214
Address	Clayesmore Preparatory School Iwerne Minster Blandford Forum Dorset DT11 8PH England
Telephone Number	01747 811707
Email address	prepheadpa@clayesmore.com
Head	Mr William Dunlop
Chair of governors	Mr John Andrews
Age Range	3 to 13
Total Number of Pupils	237
Gender of Pupils	Mixed (141 boys; 96 girls;)
Number of day pupils	172
Number of boarders	Total: 65 Full: 56
Pupils' Ability	Standardised tests indicate that the ability of the pupils is in line with the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 89. One has an education, health and care (EHC) plan. They require support with dyslexia, dyspraxia and autistic spectrum disorder (ASD). Eleven pupils have English as an additional language (EAL); five receive additional support.
History of the School	Clayesmore Preparatory School was established in 1929 as Charlton Marshall School. It later amalgamated with Clayesmore, a nearby senior school, and moved in 1975 to its current site in Iwerne Minster on the outskirts of Blandford Forum in Dorset.
Ownership and Governing Structure	The school is a charitable trust, overseen by a single governing body.

School's Details

School Structure	The preparatory school includes one boarding house and a pre-preparatory department, which also makes provision for children in the Early Years Foundation Stage (EYFS).
Inspection Dates	04 to 05 October 2016
Other Useful Information:	<ul style="list-style-type: none">i) The preparatory and senior sections of the school have separate governing committees.ii) The school has separate educational and recreational facilities, on a site shared with the senior school.

About the Inspection

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. 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, including the boarding NMS, 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 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements will be deemed to be met unless evidence to the contrary is found.

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;

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(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](#), [National Minimum Standards for Boarding Schools](#), [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, and the National Minimum Standards for Boarding Schools and relevant requirements of the statutory framework for the Early Years Foundation Stage 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 pupil 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. 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.

The standards 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

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. There is a strategic approach to risk assessment.

Suitable provision is made for boarders' medical and health care.

The standard on child protection (NMS 11) is not met and represents a failure to safeguard boarders.

Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. Recruitment checks for some staff and governors, relating to checks against the prohibition from teaching and leadership and management orders and the required barred list check for staff with delayed disclosure and barring service (DBS) checks have not been correctly undertaken prior to appointment.

The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act

1996 and NMS 3, 6, 7 and 12 are met, but those in paragraphs 7(a) and (b) and 8(a) and (b) [safeguarding] and in NMS 11 [child protection] are not met.

Action point 1

- **the school must follow current regulatory guidance in relation to recruitment procedures for staff and governors, notably the checks against prohibition from teaching and management, and barred list checks for staff with delayed DBS checks [paragraphs 7(a) and (b), 8(a) and (b) and NMS 11]**

PART 4

Suitability of staff, supply staff, and proprietors

Visitors to boarding accommodation are appropriately supervised. A register of recruitment checks is kept as required.

The school does not meet regulatory guidance requirements regarding recruitment checks. The checks concerning the barred list and prohibition from teaching and management of boarding schools have not been carried out on some relevant staff and governors.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(f) and NMS 14.1 are not met.

Action point 2

- **the school must carry out the required recruitment checks, notably those concerning the barred list and prohibition from teaching and management, on staff before appointment [paragraphs 18(2)(f) and NMS 14.1]**

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

The standards relating to the premises and accommodation [paragraphs 22-31] and NMS 5 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. A suitable statement of boarding principles and practice is published by the school.

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

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.

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

Leadership and management do not demonstrate sufficient skills and knowledge and do not fulfil their responsibilities effectively to ensure that the independent school standards are met consistently and actively promote the well-being of pupils in that the required recruitment checks on the suitability of some staff and governors have not been carried out prior to appointment.

The standards relating to leadership and management of the school in sub-paragraphs 34(1)(a),(b) and (c) and NMS 13.1, 13.3-13.5 are not met.

Action point 3

- **the school must ensure that leadership and management acquire the skills to fulfil their responsibilities effectively so that the Independent School Standards Regulations and the National Minimum Standards are met consistently, thus actively promoting the well-being of pupils. [paragraph 34(1)(a), (b) and (c) and NMS 13.1, 13.3-13.5]**

About the inspection

The inspectors conducted formal interviews with pupils. They held discussions with senior members of staff and with the chairpersons of the governing body and preparatory school sub-committee of governors. 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 Sue Bennett

Reporting Inspector

Mr Philip Gibson

Compliance Team Inspector (Assistant Head, IAPS school)

Mr Adrian Hathaway

Team Inspector for Boarding (Head of Boarding & Senior Teacher, IAPS school)