

FOCUSED COMPLIANCE INSPECTION

LYNDHURST SCHOOL

NOVEMBER 2016



School's Details

Full Name of School	Lyndhurst School
DfE Number	936/6132
Address	Lyndhurst School 36 The Avenue Camberley Surrey GU15 3NE
Telephone Number	01276 22895
Email address	office@lyndhurstschool.co.uk
Headteacher	Mr Andrew Rudkin
Chair of governors	Mr Jeremy Mark Sugden
Age Range	3 to 11
Total Number of Pupils	108
Gender of Pupils	Mixed
Pupils' Ability	Standardised data provided by the school indicate that the ability of the pupils is above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 15. Two of these pupils have a statement of special educational needs. They require support with autistic spectrum disorder (ASD) and cognitive and emotional difficulties. No pupils have English as an additional language (EAL).
History of the School	Lyndhurst School is an independent day school for boys and girls between the ages of three and eleven. The school was founded in 1895 by the Sugden family.
Ownership and Governing Structure	The school is owned and governed by the Sugden Family Trust who act as trustees, together with three additional governors who are independent of the family.
School Structure	The school is divided into three sections. Little Lyndhurst accommodates children in the Early Years Foundation Stage (EYFS), the Lower School is for pupils in Years 1 to 3 and the Upper School is for pupils in Years 4 to 6.
Inspection Dates	15 to 16 November 2016

School's Details

Other Useful Information:

i) The school does not have boarders.

ii) The school makes use of local sporting facilities to support the curriculum provision.

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. 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 concerns about quality 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. 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; in addition, the standard relating to supervision are also included. The remaining standards will be deemed to continue 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;
- (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, 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.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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. Pupils are properly supervised; there is a strategic approach to risk assessment.

Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. Recruitment checks for some staff relating to checks against the barred list for staff with existing disclosure and barring service (DBS) checks from other organisations, the prohibition from teaching order, references and the required check of previous employment history 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 are met but those relating to paragraphs 7(a) and (b) are not met.

Action point 1

- the school must follow current regulatory guidance in relation to recruitment procedures for staff, notably those of previous employment history, references and checks against the prohibition from teaching and the barred list [paragraphs 7(a) and (b)].

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

The school does not meet regulatory guidance requirements regarding recruitment checks. The checks concerning medical fitness, right to work in the UK and overseas checks have not been carried out on the relevant staff. Additionally, the school has not obtained written notification from agencies that appropriate checks have been undertaken for contracted staff. The register of staff appointments does not detail the full appointment information accurately because checks have not been undertaken. The school was able to rectify as far as possible a good number of checks by the end of the inspection.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(c)(ii) and (iii), 18(2)(e), 18.3, 19(2)(a)(i), 19(2)(d)(i), 21((3)(a)(vii) and (iii) and 21(5)(a)(i) are not met.

Action points 2-4

- the school must carry out the required recruitment checks, notably those concerning medical fitness, right to work in the UK and overseas checks on staff before appointment [paragraphs 18(2)(c)(ii) and (iii), 18(2)(e) and 18.3];
- the school must ensure that it obtains written notification from agencies for contracted staff before they start work [paragraphs 19(2)(a)(i) and 19(2)(d)(i)];
- the school must ensure that all checks are accurately recorded on the single central record of appointments [paragraphs 21((3)(a)(iii) and (vii), 21(5)(a)(i)].

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

Leadership and management do not demonstrate sufficient skills and knowledge to fulfil their responsibilities effectively to ensure that the independent school standards are met consistently and actively promote the well-being of pupils.

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

Action point 5

- the school must ensure that leadership and management acquire the skills to fulfil their responsibilities effectively so that the Independent School Standards Regulations are met consistently, thus actively promote the well-being of pupils [paragraphs 34(1)(a), (b) and (c)].

About the inspection

The inspectors conducted formal interviews with pupils. They held discussions with senior members of staff and with the chair elect 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 Nicholas Pears

Compliance Team Inspector (Head, IAPS school)