

REGULATORY COMPLIANCE INSPECTION

FOR SCHOOLS WITH RESIDENTIAL PROVISION

SALISBURY CATHEDRAL SCHOOL

JUNE 2017



School's details

School	Salisbury Cathedral School			
DfE Number	865/6022			
Registered charity number	1093554			
Address	Salisbury Cathedral School 1, The Close Salisbury Wiltshire SP1 2EQ			
Telephone number	01722 555300			
Email address	headsec@salisburycathedralschool.com			
Headmaster	Mr Clive Marriott			
Chair of governors	The Reverend Dr James Woodward			
Age range	3 to 13			
Number of pupils on roll	245			
	Boys	115	Girls	130
	Day pupils	193	Boarders	52
	EYFS	26	Juniors	174
	Seniors	45		
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is thirty-five. They require support with a range of needs including dyslexia and dyspraxia. One pupil has a statement of special educational needs or an education, health and care (EHC) plan. Eleven pupils have English as an additional language (EAL) and are supported by their classroom teachers.			

History of the school	Salisbury Cathedral School is a co-educational day and boarding school for pupils aged from 3 to 13. The school traces its origins to 1091, and throughout its long history has provided education for the boy choristers of Salisbury Cathedral, and for girl choristers since 1991. In March 2016 the school merged with the nearby Leaden Hall School.
Ownership and governing structure	The Cathedral Chapter is the governing body of the Cathedral and has ultimate responsibility for the appointment of the board of governors, who have oversight of the school. The composition of the board reflects the school's close association with the Cathedral.
School structure	The school occupies two sites owned by the Cathedral, within the Cathedral Close. Currently the Lower School is located on the Leaden Hall site and houses the Nursery to Year 3 pupils, and Years 4 to 8 are located on the original Cathedral school site in the south-east corner of The Close, with the Bishop's Palace at its heart. Boarders are accommodated at a separate house in The Close, and a small number at Leaden Hall.
Inspection dates	27 to 28 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

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 ONLY 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.

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](#), [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, the National Minimum Standards for Boarding Schools, 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. 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 standard 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

Arrangements are made in some areas 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; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained as required. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

Recruitment checks on staff made as part of having regard to Keeping Children Safe in Education are not carried out or recorded consistently, including checks against the barred list and lists of those prohibited from teaching or management. The findings of fire risk assessments have not been followed up with appropriate action to ensure that the school meets the Regulatory Reform (Fire Safety) Order 2005.

Although staff sign a self-declaration form regarding their suitability to drive minibuses and a copy of this and their driving licence is kept on file the forms are not reviewed or monitored by the school meaning that in practice, no checks are carried out to confirm that staff are eligible or suitable to drive school minibuses

Assessments to identify and mitigate risk have not been carried out in the EYFS to identify aspects of the environment which need to be checked on a regular basis, nor is it clear when and by whom these aspects will be checked and how the risk will be minimised or removed.

The standards relating to welfare, health and safety in paragraphs 9, 10 and 13 - 15, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2 - 4, 6.3, 7.2, 8 - 10, 12, 15 and 16 are met but those in paragraphs 7, 8, 11, 12 and 16 [safeguarding, arrangements for boarders, health and safety, fire safety and risk assessments] and for the same reasons NMS 6.1, 6.2, 7.1 and 11 are not met.

Action point 1

- the school must ensure that suitable checks are carried out by the school for all staff, including checks against the barred list, and checks of the lists of those prohibited from teaching [paragraphs 7(a) and (b), and 8(a) and (b), and NMS 11]

Action point 2

- the school must ensure that relevant health and safety laws are complied with, including that staff self-declarations are monitored effectively enough to ensure that staff are suitable to drive minibuses [paragraph 11, and NMS 6.1 and 6.2]

Action point 3

- the school must ensure that the findings of fire risk assessments are followed up with appropriate actions to ensure that the school meets the Regulatory Reform (Fire Safety) Order 2005 [paragraph 12 and NMS 7.1]

Action point 4

- the school must ensure that risk assessments are carried out in the EYFS to identify aspects of the environment which need to be checked on a regular basis, when and by whom these aspects will be checked and how the risk will be removed or minimised [paragraph 16]

PART 4

Suitability of staff, supply staff, and proprietors

Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

The required recruitment checks on staff have not been undertaken on all staff and governors prior to the start of employment, in particular, checks against those prohibited from teaching and/or management and, for governors, checks of identity and right to work. Also, where disclosure and barring service checks have been delayed, staff, including those in boarding, have begun work before all other checks have been completed, and not all checks are recorded as required on the school's single central register (SCR) of appointments.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(a), (c), and (e), 20(5)(a) and (b), 20(6)(a)(i) and (b)(i), 21(2), 21(3)(a)(i), (ii) and (iv) – (viii), 21(4) and 21(7)(b) are met but those in paragraphs 18(2)(b), (d), and (f), 18(3), 20(6)(a)(ii) and (b)(ii), 21(1), 21(3)(a)(iii), 21(6) and 21(7)(a), and for the same reason NMS 14.1, are not met.

Action point 5

- the school must ensure that required checks are carried out on all staff including those in boarding, and governors, prior to appointment, in particular disclosure and barring service checks if all other checks have not been completed, checks against the list of those prohibited from teaching and/or management, and right to work and identity for governors, and that all checks are recorded as required on the SCR, in particular checks against the list of those prohibited from management [paragraphs 18(2)(b), (d), and (f), 18(3), 20(6)(a)(ii) and (b)(ii), 21(1), 21(3)(a)(iii), 21(6) and 21(7)(a), and for the same reason NMS 14.1]

PART 5

Premises of and accommodation at schools

Suitable changing and showering facilities for pupils are provided. 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 current accommodation arrangements for medical examination of pupils who are unwell, and their short-term care, are not appropriate as the nearest toilet facility, which pupils are expected to use, is a cubicle within a staff toilet. The premises and accommodation are in need of maintenance in a few areas to address issues such as cracked window panes, and some isolated cases of rot in the wooden classrooms. Some of the security arrangements are inadequate

The standard relating to the premises and accommodation in paragraphs 22 - 23 and 26 – 31, and NMS 5 are met but those in paragraphs 24(1)(a) and (b), and 25 are not met.

Action point 6

- the school must ensure that there is suitable accommodation for the medical examination of pupils and their short-term care which is close to a toilet designed for use only by pupils [paragraph 24(1)(a) and (b)]

Action point 7

- the school must ensure that the premises are suitably maintained [paragraph 25]

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

Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The proprietors have not discharged their responsibilities over time to ensure that the regulatory standards are consistently met for ensuring the welfare, health and safety of the pupils. They have not ensured that all recruitment checks are completed before staff commence employment at the school, nor that the premises of and accommodation at the school are maintained to a suitable standard to ensure pupils' welfare, health and safety.

The standards relating to the management and development of boarding in paragraph 13.2 and 13.6 - 9 are met. The standards relating to leadership and management of the school in paragraph 34(a) - (c), and for the same reason NMS 13.1 and 13.3 - 5 are not met.

Action point 8

- **the school must ensure that leadership and management demonstrate good skills and knowledge appropriate to their role so that they can fulfil their responsibilities for ensuring that the Independent School Standards are met consistently and so actively promote the well-being of the pupils [paragraph 34(a) - (c), and NMS 13.1 and 13.3 - 5]**

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 chairman of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and 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 William Ibbetson-Price	Reporting inspector
Mr Graham Gorton	Accompanying inspector
Mrs Michelle Cole	Compliance team inspector (Deputy head, IAPS school)
Mr Steve Webb	Team inspector for boarding (Head of boarding, IAPS school)