



**ISI** Independent  
Schools  
Inspectorate

**Additional Inspection Report**

**Stephen Perse Foundation**

**May 2023**

## School's details

<b>School</b>	Stephen Perse Foundation			
<b>DfE number</b>	873/6011			
<b>Early Years registration number</b>	EY2553122			
<b>Registered charity number</b>	1120608			
<b>Address</b>	The Stephen Perse Foundation Union Road Cambridge Cambridgeshire CB2 1HF			
<b>Telephone number</b>	01223 454700			
<b>Email address</b>	office@stephenperse.com			
<b>Principal</b>	Mr Richard Girvan			
<b>Chair of governors</b>	Mr John Dix			
<b>Proprietor</b>	The Stephen Perse Foundation			
<b>Age range</b>	1 to 18			
<b>Number of pupils on roll</b>	1661			
	<b>Day pupils</b>	1602	<b>Boarders</b>	59
	<b>EYFS</b>	331	<b>Juniors</b>	450
	<b>Seniors</b>	681	<b>Sixth Form</b>	199
<b>Date of inspection</b>	22 May 2023			

# 1. Introduction

## Characteristics of the school

- 1.1 The Stephen Perse Foundation comprises a group of seven independent co-educational day schools and nurseries, with boarding provision for pupils in the sixth form. The component schools, which include provision across all age ranges, work together under a one-school foundation philosophy. The Stephen Perse Foundation is owned by a charitable trust of the same name and administered by a board of governors. Boarders are accommodated in two boarding houses located close to the sixth-form college. The school has 225 pupils who require support for special educational needs and/or disabilities (SEND), of whom five have an education, health and care plan. English is an additional language (EAL) for 257 pupils. The school's previous inspection was a focused compliance and educational quality inspection in October 2021.

## Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2022 and the requirements of the Early Years Statutory Framework. The visit was focused on the junior schools, senior school and sixth form.

Regulations which were the focus of the inspection	Team judgements
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	<b>Met</b>
Part 3, paragraphs 9 (behaviour) and 10 (bullying); NMS 15 and 16	<b>Met</b>
Part 3, paragraphs 11 (health and safety) and 13 (first aid); NMS 7 and 9	<b>Met</b>
Part 3, paragraphs 14 (supervision of pupils) and 16 (risk assessment); NMS 9 and 20	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints procedure); NMS 14	<b>Met</b>
Part 8, paragraph 34 (leadership and management); NMS 2	<b>Met</b>

## **2. Inspection findings**

### **Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]**

- 2.1 The school meets the standard.
- 2.2 The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It ensures that principles are actively promoted which encourage pupils to respect democracy. When international events are discussed, or political views are considered, pupils are always given appropriate opportunities to consider opposing views. All staff, including those in support roles, have received suitable training in relation to the staff code of conduct. This includes an appropriate requirement that staff do not promote partisan political views. Discussions with staff confirmed the code is implemented effectively and that their understanding is effective.

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]**

#### **Safeguarding policy**

- 2.3 The school meets the requirements.
- 2.4 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.5 The school meets the standards.
- 2.6 Implementation of all aspects of the school's safeguarding procedures is effective in providing support to ensure the welfare of pupils, including with regard to boarders, children in the EYFS and any pupil with additional needs.
- 2.7 Safeguarding procedures are implemented to safeguard children at risk and those in particular need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse. All behavioural issues and allegations of sexualised behaviour or bullying, including allegations of sexual harassment, are treated as potential safeguarding concerns and addressed effectively.
- 2.8 Child protection records are held securely and with suitable confidentiality. This enables welfare considerations for individual pupils to be identified consistently and acted upon, and the school to be able to identify patterns of concern. In discussions staff confirmed that they recognise the vulnerabilities of pupils with SEND. Pupils' wellbeing is further supported by effective personal, social and health education, which includes appropriate focus on mental health. Care for pupils' mental health is enhanced by the availability of suitably trained staff to provide counselling. Pupils are taught how to stay safe online and the school has appropriate controls of the use of technology.
- 2.9 Records show that the school communicates and refers concerns effectively, including to pertinent external agencies when appropriate. The safeguarding team seeks advice when necessary. Pupils reported in discussion that they feel safe in school. They said that if any concerns arise, they would report them and felt confident they would receive a response and action would be taken where needed. Records of safeguarding, which are suitably thorough, confirm that any concerns are dealt swiftly and appropriately. The school liaises appropriately with parents about any safeguarding concerns.

- 2.10 The safeguarding policy gives contact details as required for local safeguarding partners. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training for teaching and non-teaching staff is of sufficient quality and frequency. Recent training includes courses with regard to preventing radicalisation, mental health and positive handling of children. Leaders and staff demonstrate appropriate awareness of the staff code of conduct, including the low-level concerns policy and safeguarding procedures, and are confident to use them. They have a suitable knowledge of the thresholds for reporting issues or incidents. Staff show suitable understanding of the Prevent strategy and any related concerns are monitored effectively by senior leaders.
- 2.11 The school has effective recruitment procedures which include appropriate checks on staff who have lived overseas. Suitable arrangements for handling allegations against staff or senior leaders, and potential misconduct, are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that such procedures are followed effectively, and the school follows up such actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.12 Governors are trained appropriately in safeguarding. A governor with appropriate expertise maintains a close working contact with the designated safeguarding lead (DSL). Governors are suitably pro-active in the school with regards to monitoring safeguarding policies and procedures, including through arrangements for an annual review. Governors review any serious safeguarding incidents effectively. They act swiftly to facilitate improvement when review identifies this as needed.

### **Welfare, health and safety of pupils – behaviour and bullying [ISSR Part 3, paragraphs 9 and 10; NMS 15 and 16]**

- 2.13 The school meets the standards.
- 2.14 A suitable behaviour policy and arrangements to guard against bullying are in place. Both are implemented effectively.
- 2.15 There is a clear code of conduct for pupils. Arrangements to promote good behaviour make appropriate adjustments for those pupils with particular needs, including those with SEND. Sanctions are applied appropriately and proportionately. Records of behavioural incidents are recorded and monitored effectively to allow any trends to be identified. The school has suitably defined behavioural expectations for outside play. These guide decisions taken when individual incidents of poor behaviour occur, including those involving physical harm.
- 2.16 Pupils reported that there is very little bullying in the school. Records support this view. They show that if bullying does occur, the school provides suitable support for the alleged victim and perpetrator. This takes into account any additional needs pupils may have. The effectiveness of any action taken is monitored, with further education provided for all pupils where necessary.
- 2.17 Detailed recording enables all pastoral concerns to be logged for each pupil. All incidents of misbehaviour between pupils are considered as potential bullying and/or safeguarding issues, and trends analysed.

### **Welfare, health and safety of pupils – health and safety and first aid [ISSR Part 3, paragraphs 11 and 13; NMS 7 and 9]**

- 2.18 The school meets the standards.

- 2.19 The school ensures that effective arrangements are in place to comply with relevant health and safety laws. These ensure suitable provision for dealing with any accidents or injuries. Relevant authorities are notified of reportable injuries as required. Maintenance of the school sites is effective and suitable records confirm all relevant checks are undertaken, including in boarding.
- 2.20 Senior leaders ensure that a sufficient number of staff are suitably trained in first aid. Records show that first aid is administered promptly in case of accidents. Following recent incidents, the first aid policy has been improved effectively to include clearer guidelines regarding procedures in the case of serious accidents. Boarders' medical care is appropriately organised. There are appropriately qualified staff on call and suitable medical rooms in each boarding house which provide effective accommodation when boarders are unwell.

### **Welfare, health and safety of pupils – supervision of pupils and risk assessment [ISSR Part 3, paragraphs 14 and 16; NMS 9 and 20]**

- 2.21 The school meets the standards.
- 2.22 Senior leaders ensure that there are appropriate levels of supervision, including in boarding. Break times are suitably monitored by staff. Supervision of outside areas has been improved following recent incidents. This ensures that sufficient staff oversee these locations effectively. Discussions with pupils and with staff confirm that there is sufficient staff supervision at all times. Suitable risk assessments are in place to provide for pupils' safety, including in outside areas. Assessments of risk are undertaken for pupils with particular welfare needs, including those with SEND or from overseas. Risk assessments identify areas of risk appropriately and provide measures to mitigate these.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.23 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]**

- 2.24 The school meets the standards.
- 2.25 The school's complaints procedure is available on the school website. It provides for complaints and concerns to be considered on an informal basis; for the establishment of a formal procedure for a complaint to be made in writing; for a hearing before a panel which includes an independent member and allows for a parent to be accompanied; for the panel to make findings and recommendations; and for a confidential record to be kept of findings. It requires records of complaints to indicate where these involve boarding. Records of complaints show that the school follows its own policy appropriately. Formal complaints are handled by senior leaders in line with the school's procedures. Whether or not complaints have been upheld, the school undertakes a detailed review to identify any lessons to be learned from them and implements any consequent recommendations effectively.

### **Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]**

- 2.26 The school meets the standards.
- 2.27 Senior leaders, boarding leaders and governors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met. The wellbeing of pupils is actively promoted. Governors monitor compliance with regulations effectively.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

## 4. Summary of evidence

- 4.1 The inspectors visited the senior school and the sixth form. They held discussions with the principal, senior leaders and other members of staff from the junior schools, senior school and sixth form and met with a group of governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.

### Inspectors

Mrs Sue Clarke

Reporting inspector

Mr Chris Emmott

Assistant reporting inspector