



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Sir William Perkins's School

September 2022

School's details

School	Sir William Perkins's School		
DfE number	936/6535		
Registered charity number	1060597		
Address	Sir William Perkins's School Guilford Road Chertsey Surrey KT16 9BN		
Telephone number	01932 574900		
Email address	office@swps.org.uk		
Headteacher	Mr Chris Muller		
Chair of governors	Mr Mike Bannister		
Age Range	11 to 18		
Number of pupils on roll	570		
	Seniors	451	Sixth Form 119
Date of inspection	29 September 2022		

1. Introduction

Characteristics of the school

- 1.1 Sir William Perkins’s School is an independent single sex day school for female pupils. The school has charitable status and is a limited company; its governors are directors and trustees of the company and governors of the foundation. The school has 166 pupils who require support for special educational needs and/or disabilities (SEND). One has an education, health and care plan. There are 58 pupils who speak English as an additional language. The school’s previous inspection was a focused compliance and educational quality inspection in October 2019.

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).

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2(curriculum) and 3(i) (teaching)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 10 (bullying)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school's curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school provides a personal, social, health and economic education (PSHEE) programme which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- 2.3 The curriculum policy is broad and balanced and uses the statutory requirements as the starting point for schemes of work. These, including those for PSHEE, are suitably mapped out by the heads of department for all subjects in all year groups and cover all required elements.

Quality of education provided – teaching [ISSR Part 1, paragraph 3(i)]

- 2.4 The school meets the standard.
- 2.5 The school ensures that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2.6 Teachers are suitably qualified and follow curriculum and other policies and procedures set by senior leaders. The school takes a reasonable and proportionate approach to ensure political impartiality in what is presented to pupils. There is a process in place for senior leaders to sign off any visiting speakers. Staff communicate with the speakers in advance about their talks and any presentation slides. These are received and reviewed by staff in advance of the visit. Governors and senior leaders undertake lesson observations and support teachers where applicable. The teaching at the school is occasionally supported by external visitors who speak with pupils usually in year groups. There is a log of visiting speakers and a 'visiting speaker procedure'. This provides clear parameters for staff to operate within when inviting external speakers.

Spiritual, moral, social and cultural (SMSC) development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The school ensures that all pupils receive appropriate instruction to enable their SMSC development. This is presented through detailed work within different subject areas. The planning of this work is not currently coordinated centrally in a coherent manner which would enable a consistent approach for all aspects of pupils' SMSC development.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.9 The school meets the requirements.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. The policy references reporting concerns

about members of staff to the head and the designated safeguarding lead which is not the current requirement.

Safeguarding implementation

- 2.11 The school meets the standard.
- 2.12 Pupils are provided with appropriate support to meet their needs through effective implementation of all aspects of the school's safeguarding procedures.
- 2.13 Staff demonstrate appropriate knowledge of safeguarding procedures including the school's staff code of conduct and whistleblowing procedures. Staff fulfil their responsibilities effectively. They have a suitable knowledge of the thresholds for reporting safeguarding concerns or issues and are aware of what to do if they receive a disclosure. They implement their understanding appropriately. The safeguarding policy provides detailed contacts of local agencies. Those with safeguarding responsibilities have a good relationship with the local authority designated safeguarding officer (LADO) and children's services and refer when appropriate.
- 2.14 The designated safeguarding lead (DSL) is also responsible for the pastoral care in the school. They hold suitable and comprehensive records of all safeguarding issues. There is a multi-level approach to safeguarding which uses various mechanisms for reporting and implementing support for pupils. Staff spoken with during the inspection showed effective understanding of these procedures. The safeguarding systems to record child protection matters enable staff to track individuals effectively. This allows clear tracking of individuals and effective monitoring of that process by senior leaders and governors.
- 2.15 Pupils confirmed that they receive guidance on how to respond to issues if they arise. They confirm that they feel listened to and spoke about the different routes that they have which enable their voices to be heard. Pupils learn how to keep themselves safe, including online. There is a comprehensive e-safety curriculum which is delivered in every year group. This includes sufficient guidance to alert pupils to the potential for online radicalisation. This includes topics and accompanying schemes of work. The member of staff specifically in charge of e-safety is supported by a dedicated prefect. The school implements appropriate procedures to monitor and filter technology. These produce daily reports for the DSL. Pupils in Year 10 and below do not have mobile phones with them during the school day.
- 2.16 Training for staff is of sufficient frequency and quality, delivered by both the DSL and by Surrey county children's services. Those with specific safeguarding responsibilities have suitable training in line with local requirements. All training records are kept centrally.
- 2.17 Suitable arrangements are implemented to handle any allegations against staff. Records show that the school seeks advice from the LADO where required. Correct procedures are followed and any actions suggested by the LADO are considered appropriately. There is suitable oversight by governors, including effective support and involvement from a dedicated safeguarding governor. Governors carry out an appropriate annual review of safeguarding and they are effectively trained in their responsibilities. There are suitable recruitment procedures in place for staff.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

- 2.18 The school meets the standard.
- 2.19 Suitable measures to promote good behaviour are implemented effectively. Pupils commented that they consider behaviour in the school to be very good. Pupils spoken to during the inspection said that they respect each other and misbehaviour and bullying is rare. Pupils confirmed that any issues are dealt with very quickly and privately. This is confirmed by logs of behavioural incidents. These are kept

centrally and patterns are tracked and monitored by the senior leader who is also DSL. The policy to promote good behaviour is detailed and includes responsibilities and expectations of pupils as well as rewards and sanctions given. Senior leaders work closely with the teachers of pupils with SEND to ensure their needs are met and taken into account with regard to behavioural incidents.

Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]

2.20 The school meets the standard.

2.21 The school has a detailed anti-bullying policy which includes all appropriate guidance for staff and includes elements of guidance for pupils presented in the curriculum. There is a separate document which maps how anti-bullying measures are supported throughout the different age ranges in the school. There are comprehensive electronic records that are kept, tracked and monitored. All staff have the facility to input information onto these records. Pupils spoken to during the inspection are confident that the school usually deals promptly with any issues that arise, including any occurrences where bullying involves pupils with protected characteristics. Senior leaders are aware of thresholds where bullying becomes a safeguarding matter.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

2.22 The school meets the standard.

2.23 The school has an appropriate risk assessment policy for aspects welfare, health and safety. Welfare risk assessments are undertaken for vulnerable pupils. These are comprehensive and shared amongst relevant staff appropriately. Risk assessments are undertaken for visiting speakers. The school identifies ways to mitigate risks for pupils and puts appropriate measures in place to support their needs. The school completes risk assessments in other areas of school life though some of these do not always identify all the relevant risks or provide sufficient assurance that risks will be mitigated.

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

2.24 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.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.25 The school meets the standard.

2.26 Governors and senior leaders manage the quality of education and the welfare of all pupils in the school effectively through the provision and implementation of relevant and required policies. Checks are carried out on all visiting speakers to the school. The welfare of pupils is appropriately supported through effective recording of incidents to enable suitable oversight and monitoring. School leaders demonstrate the skill and knowledge to ensure the standards are met consistently. The leadership and management fulfil their responsibilities appropriately so that the pupils' wellbeing is promoted.

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

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and spoke with the safeguarding governor. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Miss Sue Duff

Reporting inspector

Mr Michael Phipps

Assistant reporting inspector