



ISI Independent
Schools
Inspectorate

Additional Inspection Report

The Yehudi Menuhin School

December 2022

School's details

School	The Yehudi Menuhin School			
DfE number	936/6539			
Registered charity number	312010			
Address	The Yehudi Menuhin School Stoke d'Abernon Cobham Surrey KT11 3QQ			
Telephone number	01932 864739			
Email address	head@menuhinschool.co.uk			
Headmaster	Mr Ben Gudgeon			
Chair of governors	Mr David Buckley			
Age range	8 to 19			
Number of pupils on roll	85			
	Day pupils	17	Boarders	68
	D Group: (Years 5 and 6)	2	C Group: (Years 7 to 9)	23
	B Group: (Years 10 and 11)	25	A Group: (Years 12 to 14)	35
Date of inspection	5 December 2022			

1. Introduction

Characteristics of the school

- 1.1 The Yehudi Menuhin School is an independent co-educational boarding and day school for musically gifted pupils. At least half of each pupil's day is devoted to musical studies. Some pupils spend an additional year at the school to support their entry to international conservatoires. The school was founded by the late Yehudi Menuhin in 1963 and relocated to its present site at Stoke d'Abernon in Surrey in 1964. It is a charitable company limited by guarantee, administered by governors who are directors of the company as well as trustees.
- 1.2 The school has identified one pupil as having special educational needs and/or disabilities (SEND) and one pupil has an education, health and care plan. Twenty-seven pupils speak English as an additional language (EAL). The previous headmistress left in August 2019 and an interim headmaster was in place until the appointment of the present headmaster from 1 April 2020. The school's previous inspection was a regulatory compliance inspection in 2019 followed by a progress monitoring visit, also in 2019.

Purpose of the inspection

- 1.3 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) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 3 (teaching)	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8, 11 and 13	Met
Part 5, paragraph 30 (boarding accommodation); NMS 4 and 23	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints procedure); NMS 14	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met
NMS 11 (boarders' induction and individual support)	Met

2. Inspection findings

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

- 2.1 The school meets the standard.
- 2.2 Appropriate plans, schemes of work, resources and timetables are in place across the curriculum. Teachers demonstrate good knowledge and understanding of the subject matter being taught including the teaching of British values and the principles of equality. Teaching throughout the school enables pupils to acquire new knowledge and to make good progress according to their ability in developing their skills. Teachers know their pupils well. They manage behaviour effectively and make individual adjustments in order to support pupils' particular needs, including those with SEND or EAL. Teaching suitably challenges and extends more able pupils and those with exceptional talents. Pupils' work and progress is continually assessed. These assessments are used effectively to plan teaching. Most pupils independently manage their individual plans and practice times alongside a wide range of commitments including performances, choir, chamber music ensembles and orchestra. These wider experiences of music alongside individual tuition suitably prepare pupils for their studies when they leave the school.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8, 11 and 13]

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 The school is going through a period of transition. Senior leaders have taken decisive and robust action to deal with previous weaknesses in the school's culture of safeguarding and to improve systems and processes.
- 2.7 Leaders have ensured that staff have appropriate training to understand the contextual safeguarding risks of the school including those associated with one-to-one tuition and professional boundaries. Leaders have made their expectations of staff clear.
- 2.8 Staff know that they should report any safeguarding concerns to the designated safeguarding lead (DSL). Leaders have recently introduced a new, formal electronic system for recording safeguarding concerns. However, some of the staff are not confident in using the new electronic system.
- 2.9 There is a sufficient number of suitably trained personnel available for pupils to confide in, including an independent listener. However, some pupils are reluctant to raise concerns with school leaders. Some lack confidence in the effectiveness of using these channels, whether they will receive a sympathetic response and whether suitable actions will be taken in response to their concerns. Leaders need to do more to build confidence in all pupils that any concerns they raise will be dealt with seriously.
- 2.10 When concerns are brought to the attention of the DSL and other senior leaders they take appropriate action. Leaders have dealt with low-level concerns about staff appropriately, including by seeking advice from the local authority.

- 2.11 Leaders have reviewed the arrangements for pupils to communicate with staff. They have changed the systems and made clear in the staff code of conduct that messaging apps and social media are not to be used for communications between pupils and staff. This change in approach is not adhered to fully with regard to communication between pupils and former members of staff.
- 2.12 Senior leaders and governors have recently revised aspects of the school's safeguarding arrangements successfully. These have ensured a suitable safeguarding policy; provision of suitable induction and support for boarders; provision of appropriate training for all staff and governors in line with statutory requirements; the establishment of an appropriate electronic system for recording safeguarding concerns; and regular monitoring of safeguarding through the safeguarding governor and the safeguarding and complaints committees.
- 2.13 Governors monitor safeguarding regularly and carry out an annual review. They receive suitable updates on incidents and concerns. Safeguarding procedures ensure the required recruitment checks and records are in place for staff.

Premises and accommodation – boarding accommodation [ISSR Part 5, paragraph 30; NMS 4]

- 2.14 The school meets the standards.
- 2.15 Suitable accommodation is provided for boarders taking into account gender, age and any special requirements. Boarding accommodation is suitably furnished, well lit, heated and ventilated, cleaned and maintained. Appropriate equipment, including internet access, is provided and there are sufficient toilet and washing facilities of an appropriate standard.

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

- 2.16 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 and provided to parents on request.

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

- 2.17 The school meets the standards.
- 2.18 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.

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

- 2.19 The school meets the standards.
- 2.20 Governors and senior leaders have appropriate knowledge and skills and have drawn up a suitable safeguarding policy and procedures. Leaders show determination and are taking appropriate action to ensure that the standards are met consistently, including those standards related to the school's safeguarding arrangements.

3. Summary of evidence

- 3.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors and governor responsible for safeguarding. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Dr Patricia Preedy

Reporting inspector

Mr Bill Burn

Assistant reporting inspector