



**ISI** Independent  
Schools  
Inspectorate

**Report for a Progress Monitoring Visit**

**Cundall Manor School**

**November 2021**

## School's details

<b>School name</b>	Cundall Manor School			
<b>DfE number</b>	815/6022			
<b>Registered charity number</b>	529540			
<b>Address</b>	Cundall Manor School Cundall York North Yorkshire YO61 2RW			
<b>Telephone number</b>	01423 360200			
<b>Email address</b>	head@cundallmanor.org.uk			
<b>Headteacher</b>	Mrs Amanda Kirby			
<b>Chair of governors</b>	Mrs Rachel Powell			
<b>Age Range</b>	2 to 16			
<b>Number of pupils on roll</b>	350			
	<b>Day pupils</b>	332	<b>Boarders</b>	18
	<b>Pre-prep</b>	90	<b>Prep</b>	164
	<b>Upper School</b>	96		
<b>Date of visit</b>	24 November 2021			

## 1. Introduction

### Characteristics of the school

- 1.1 Cundall Manor School is a co-educational day and boarding school. The school was founded on its present site in 1959. The school is split into three sections: the pre-preparatory department, which includes the Early Years Foundation Stage (EYFS) setting and Years 1 and 2; the preparatory department, for Years 3 to 8; and the upper school comprising Years 9 to 11. Boarding provision is available from the age of seven and 18 pupils currently board. The school is a charitable trust, administered by a board of trustees, who are the school's governors. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND). One pupil has an education, health and care plan. English is an additional language for four pupils. The school's previous inspection was a regulatory compliance inspection in May 2021.

### Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection of May 2021. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2015 and the requirements of the Early Years Statutory Framework.

Regulations which are the focus of the visit/inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 11; EYFS 3.9 and 3.14	<b>Met</b>
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors); NMS 14	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (quality of leadership and management of schools); NMS 13	<b>Met</b>

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.9 and 3.14]**

#### **Safeguarding policy**

- 2.1 The school meets the requirements.
- 2.2 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**

- 2.3 The school meets the standards and the requirements.
- 2.4 Arrangements to safeguard and promote the welfare of pupils, including boarders and children in the EYFS, are implemented effectively. This includes promoting a culture of listening to pupils. The school ensures that pupils receive a response when they express concerns, and that appropriate action is taken when necessary. This was confirmed in interviews with pupils and staff and by records of safeguarding, which are appropriately kept. Pupils are given suitable guidance on staying safe online and use of technology is effectively safeguarded with suitable restrictions on the use of mobile phones in the EYFS. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing which staff understand.
- 2.5 All staff, including those in positions of leadership, are suitably trained in line with locally agreed procedures, and safeguarding is effectively managed. Staff understand the different types of peer-on-peer abuse, including in relation to pupils with SEND, and are suitably aware of issues relating to sexual harassment. They know when and how to make referrals where they have a concern about a pupil or an adult working in the school. The school liaises appropriately with external agencies, including the local area designated officer and the local safeguarding partnership and takes prompt action where concerns are raised.
- 2.6 There is a sufficient number of trained designated safeguarding leads. The implementation of safeguarding is appropriately monitored by the proprietor including through a suitable annual review. There are suitable arrangements for staff recruitment. All checks, including disqualification declarations relevant to the EYFS, and checks against leadership and management directions have been correctly undertaken prior to appointment of staff and governors.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18 to 21; NMS 14]**

- 2.7 The school meets the standards.
- 2.8 The school has now implemented in full a clear recruitment policy which identifies all the required recruitment checks for staff and governors to ensure their suitability to work with children. It ensures that all required checks for staff working in regulated activity, particularly those of medical fitness, are completed before the member of staff starts work, as are required checks for governors. All such checks are recorded effectively on the single central register of appointments, together with a record of when such checks were made. The required documentary evidence supporting these checks is kept appropriately.

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

- 2.9 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; NMS 13]**

- 2.10 The school meets the standards.
- 2.11 Those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the well-being of pupils, including boarders, is actively promoted. Appropriate procedures are implemented effectively which allow governors to monitor compliance with regulations.

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

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools 2015 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

## **4. Summary of evidence**

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