



**ISI** Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**Durston House School**

**May 2023**

## School's details

<b>School</b>	Durston House School			
<b>DfE number</b>	307/6000			
<b>Registered charity number</b>	294670			
<b>Address</b>	Durston House School 12–14 Castlebar Road Ealing London W5 2DR			
<b>Telephone number</b>	020 8991 6530			
<b>Email address</b>	info@durstonhouse.org			
<b>Headteacher</b>	Mr Giles Entwisle			
<b>Co-chairs of governors</b>	Mr Kevin Mahoney			
<b>Proprietor</b>	Durston House Educational Trust			
<b>Age Range</b>	4 to 13			
<b>Number of pupils on roll</b>	328			
	<b>Pre-prep</b>	98	<b>Junior school</b>	85
	<b>Middle and upper school</b>	145		
<b>Date of inspection</b>	3 May 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Durston House School is an independent day school for male pupils. It was founded in 1886 and is overseen by a governing body. The school comprises three sections, each of which is situated on a separate site in Ealing in close proximity to the others: pre-prep, for pupils aged 4 to 7 years, which includes an Early Years Foundation Stage (EYFS) setting; junior school, for pupils aged 7 to 9 years; and middle and upper school, for pupils aged 9 to 13 years. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND). No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for seven pupils. The previous inspection was a focused compliance and educational quality inspection in October 2022.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance inspection in October 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs). The pre-prep was not inspected as part of the visit. The school has applied to the DfE to become co-educational in September 2023, but this application was not considered during this visit.

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, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 9 (behaviour)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<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, fairness, and mutual respect and tolerance of those with different faiths and beliefs. It encourages pupils to accept responsibility for their behaviour and pupils across different ages have received additional guidance since the previous inspection in a number of relevant areas. In discussions, pupils demonstrated that PHSME (personal, health, social, moral and economic) education lessons are effective in enabling them to discuss and understand issues of respect and tolerance. Pupils show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely.

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

#### **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 standard.
- 2.6 Implementation of all aspects of the school's safeguarding procedures is effective in providing appropriate support to ensure the welfare of pupils.
- 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. They understand the nature of sexual harassment, and any such abuse linked to lack of respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures and are confident to use them. They have a suitable knowledge of the thresholds for reporting behavioural issues or incidents. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take suitable action when appropriate.
- 2.8 The safeguarding policy provides appropriate and clear guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to sustained misbehaviour, bullying and/or sexual harassment. Pupils receive suitable help to address risks and such help prevents issues escalating. The designated safeguarding lead (DSL) acts on and refers to appropriate agencies the early signs of risk or need, including in relation to self-harming or eating disorders.
- 2.9 The DSL ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This is confirmed in written evidence from safeguarding records. Records are detailed, with clear chronologies. All behavioural issues and allegations of bullying are treated as potential safeguarding concerns and addressed effectively. The risk to pupils is properly considered, especially in the context of a school on a busy west London road. Senior leaders and/or governors maintain effective communication with parents about children involved in safeguarding incidents. Pupils receive guidance on staying safe and show understanding of what they have been taught,

including in relation to e-safety. Monitoring and filtering of technology is effective. The physical and mental health of all pupils are given a high priority.

- 2.10 The safeguarding policy gives contact details as required for local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for governors, teaching and non-teaching staff is of sufficient quality and frequency.
- 2.11 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct, are included in safeguarding procedures. These 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 actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.12 A governor with appropriate expertise maintains a close working contact with the DSL and annually conducts a termly review of the effectiveness of the safeguarding arrangements on behalf of the governors.

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

- 2.13 The school meets the standard.
- 2.14 Since the previous inspection a new behaviour policy has been introduced with changes in approaches to promoting good behaviour. Pupils and staff say they have been consulted on the strategy and detail, and that the balance between rewards and sanctions is appropriate. This is confirmed by inspection evidence. Governors have commissioned relevant external training for staff. Pupils reported that the changes in approach have created a more positive atmosphere in their relationships with each other and staff. The policy includes a clear code of conduct for pupils and actions that should be taken by staff if poor behaviour is identified. In particular the school has clear protocols on addressing any unthinking language used by pupils towards each other. Pupils have a good understanding of the context of 'banter'. The policy is implemented effectively. Records of misbehaviour are detailed, allowing trends to be identified and the effectiveness of sanctions to be evaluated. Appropriate adjustments are made for pupils with behavioural needs.

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

- 2.15 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]**

- 2.16 The school meets the standard.
- 2.17 Appropriate procedures are implemented which allow the governors and senior leaders to manage safeguarding and welfare arrangements and monitor compliance with standards and other statutory advice effectively, including those concerned with safeguarding and behaviour. In this way the leadership and management fulfil their responsibilities effectively so that the independent school standards are met consistently and the pupils' wellbeing is actively 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 talked with the chair of governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.

### Inspectors

Mr Stephen Cole

Reporting inspector

Mr Patrick Wenham

Assistant reporting inspector