

## Report for a Progress Monitoring Visit

<b>School name</b>	Great Ballard School			
<b>DfE number</b>	938/6174			
<b>Address</b>	Great Ballard School Eartham House Eartham Nr Chichester West Sussex PO18 0LR			
<b>Headmaster</b>	Mr Richard Evans			
<b>Proprietor</b>	Mrs Susan Jay			
<b>Number of pupils on roll</b>	140			
	<b>Boys</b>	62	<b>Girls</b>	78
	<b>Day pupils</b>	132	<b>Boarders</b>	8
	<b>EYFS</b>	35	<b>Juniors</b>	83
	<b>Seniors</b>	20		
<b>Date of visit</b>	14 May 2019			

## 1. Introduction

### Characteristics of the school

- 1.1 Great Ballard School is a co-educational boarding and day school for pupils between the ages of two and thirteen. It is situated in a restored mansion in wooded countryside near Chichester. Flexible boarding provision is available from the age of seven. The school is proprietorial, oversight being supported by an advisory board of governance, which includes members of the proprietor's family, the headmaster and an external advisor. The school has 26 pupils who require support for special educational needs and/or disabilities (SEND). None has a statement of special educational needs or an education, health and care plan. Two pupils speak English as an additional language (EAL). The school's previous inspection was a regulatory compliance inspection in November 2018.

### 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 November 2018.

Regulations which were the focus of the visit	Team judgements
ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.4-3.7, 3.9 (safeguarding)	Met
ISSR Part 4, paragraphs 18 to 21; EYFS 3.12 (suitability of staff); NMS 14.1, 14.3 and 14.4 (staff recruitment and checks on other adults)	Met
ISSR Part 6, paragraph 32 (1)(c) (provision of information)	Met
ISSR Part 8, paragraph 34; NMS 13.1, 13.3-13.5 and 13.8 (quality of leadership and management in schools, including management and development of boarding)	Met

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11; EYFS 3.4 – 3.7, 3.9]**

#### **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.
- 2.4 Implementation of the school's safeguarding procedures is effective in providing appropriate support for pupils' needs.
- 2.5 Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including in those areas which are the focus of most recent changes in safeguarding guidance. Suitable recruitment procedures for staff are required by the safeguarding policy. These are implemented effectively, including obtaining references and checking employment history before staff being work. Staff show appropriate awareness of appropriate conduct. In interviews, staff showed effective understanding of the training they have received in safeguarding, including the most recent update training which reflected the school's revised procedures for the management of safeguarding. They are aware of who to go to if they have a concern or receive a disclosure and also that they can make a referral to children's services if necessary.
- 2.6 The safeguarding policy includes suitable definitions of abuse. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Discussion with the designated safeguarding lead (DSL) for the school confirmed that pupils receive help to address risks and prevent issues escalating. The DSL acts on and refer the early signs of risk or need, monitors any potential for radicalisation, and ensures the school listens to the views of individual pupils as required by KCSIE. Staff with particular responsibilities monitor children in need effectively. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety, and monitoring and filtering of technology is effective. They confirm that the school takes actions when they express concerns.
- 2.7 The safeguarding policy gives contact details for required local agencies. Arrangements for handling allegations against staff are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officers (LADO). The school understands its role in reporting any person whose services are no longer used where referral criteria are met to the Disclosure and Barring Service (DBS) and/or the Teacher Regulation Agency (TRA). No occasions to report staff have arisen since the previous inspection. Alternative persons of appropriate status are provided in the absence of the DSL.
- 2.8 Annual review of safeguarding is appropriate with the most recent review of policy undertaken in January 2019. There is regular contact between those with safeguarding responsibilities and a member of the board for governance to liaise regarding safeguarding. Action to review any reported deficiencies in safeguarding arrangements, including recruitment procedures, has been swift and effective.

- 2.9 The training for the DSL and deputies is appropriate. Training is held in the school for teaching and non-teaching staff. Training is of sufficient quality and scope and staff understanding is checked appropriately. Central records of staff attendance at training are kept systematically and these enable any staff who miss training to receive appropriate alternative guidance.

**Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 14.1, 14.3 and 14.4; EYFS 3.12]**

- 2.10 The school meets the standards.
- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors, including checks against the barred list where relevant, medical checks and checks for prohibitions from teaching, including for peripatetic staff. Suitable checks are made for those staff who care for, train, supervise, or are in charge of boarders. All checks are completed before staff begin work. All required checks are recorded appropriately in the single central register of appointments (SCR). Visitors to boarding houses are appropriately supervised and all required checks are undertaken.

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

- 2.12 The school meets the standards.
- 2.13 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 13.1, 13.3-13.5 and 13.8]**

- 2.14 The school meets the standards.
- 2.15 Appropriate procedures are implemented which allow senior leaders and the proprietor to manage safeguarding and welfare arrangements and monitor compliance with regulations, including those concerned with staff recruitment and visitors to boarding. Governors regularly review policies and the manner in which they are implemented, as do senior leaders. Evidence shows that senior leaders actively promote the well-being of pupils.

### **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

### Written materials

- Safeguarding policy
- Records of staff training with particular reference to safeguarding
- Staff recruitment arrangements
- Single central register of appointments
- Minutes of review by the board of governance following the previous inspection and a consequent review of safeguarding arrangements

### Meetings with school personnel

- Introductory meeting with head – to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit
- Meeting with the DSL – to discuss implementation of safeguarding policy, staff training and induction of new staff
- Meeting with the person responsible for carrying out staff recruitment checks – to review school's recruitment procedures, to scrutinise the SCR and to check staff recruitment files

### Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Interview with pupils, including boarders, in Years 5 and 8 chosen by the inspector
- Interview with a group of teaching and non-teaching staff chosen by the inspector to discuss their role in safeguarding
- Final meeting with the headmaster