

## **ORLEY FARM SCHOOL**

South Hill Avenue, Harrow, Middlesex, HA1 3NU

**08 DECEMBER 2017**

### **CHARACTERISTICS OF THE SCHOOL**

Orley Farm School is a co-educational day school for pupils from the ages of 4 to 13 years. It was founded in 1850 as a boys' preparatory school and the pre-preparatory department was opened in 1995. It is located in Harrow on the Hill, Middlesex. The school is a charitable trust administered by a board of governors.

At the time of the visit there were 498 pupils at the school. Fifteen pupils have been identified as having special educational needs and/or disabilities (SEND) and six are provided with specialist support by the school. These pupils require support for a range of difficulties including dyslexia, and fine motor, perceptual, processing and memory skills. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. There are eight pupils for whom English is an additional language (EAL), three of whom receive additional support.

### **PURPOSE OF THE VISIT**

This was an unannounced visit at the request of the Department for Education to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection in May 2017. The focus of the visit was on safeguarding, checks on staff and proprietors and the quality of leadership and management.

### **INSPECTION FINDINGS**

#### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b)]; Provision of information to parents [ISSR Part 6, paragraph 32 (1) (c)]**

The school meets the regulations.

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.

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, which is supported by suitable guidance on whistleblowing, staff recruitment and a staff code of conduct, is implemented effectively. The designated safeguarding lead (DSL) has undertaken inter-agency training from the local authority, and is supported by several other senior managers and school nurses, who are trained at the same level. These staff form a pastoral leadership team which ensures that any concerns about pupils, including those in need of early help, are monitored carefully and suitable support provided.

The DSL provides thorough safeguarding induction training to all new staff. The school organises regular staff training, which includes the dangers of extremism and radicalisation, both from the local authority and on-line, and staff receive informal updates as necessary. These measures ensure they have a clear understanding of the signs of abuse, how to refer any concerns internally, and that anyone can make a referral to children's services.

Pupils receive clear messages encouraging them to share any concerns with staff, reinforced by posters displayed around the school. They receive appropriate training in internet safety and cyber bullying and the school organises

information sessions for parents. The DSL maintains thorough safeguarding records, which are kept confidentially. The safeguarding governor meets with the DSL regularly and governors undertake a formal review of the school's safeguarding policy and procedures annually.

The school now ensures that it follows current regulatory guidance required by *Keeping Children Safe in Education 2016 (KCSIE)* in relation to carrying out checks against the prohibition from teaching lists for visiting music staff, and, for governors, against the prohibition from management lists.

#### **Suitability of staff, supply staff, and proprietors [ISSR Part 4, paragraphs 18-21]**

The school meets the regulations.

The school ensures that all the required checks on staff and governors are undertaken prior to their taking up appointment. These are recorded correctly on the single central register of appointments. Staff with responsibility for administering recruitment checks are conscientious and thorough and have initiated effective procedures to ensure that no-one starts work until all checks are complete. Records confirm that all staff and a governor appointed since the previous inspection have been checked appropriately. Senior leaders and governors regularly scrutinise the single central register to ensure that it is accurately maintained.

#### **The quality of leadership and management [ISSR Part 8, paragraph 34 (a) and (b)]**

The school meets the regulations.

The school's leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met. The governors and leadership have successfully implemented the school's action plan so that issues identified in the previous inspection have been fully rectified. To ensure ongoing compliance, the school has revised its procedures for checking the suitability of staff on appointment. The governing body maintains regular contact with senior leaders to ensure that arrangements for both safeguarding and safe recruitment are regularly reviewed and that governors have a clear oversight of the implementation of school policies.

### **REGULATORY ACTION POINTS**

The school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework.