

## Report for a Progress Monitoring Visit

<b>School name</b>	The Prebendal School
<b>DfE number</b>	938/2168
<b>Registered charity number</b>	307370
<b>Address</b>	The Prebendal School 52-55 West Street Chichester West Sussex PO19 1RT
<b>Headteacher</b>	Mrs Louise Salmond Smith
<b>Chair of governors</b>	The Very Reverend Stephen Waine
<b>Date of visit</b>	30 November 2018

## 1. Introduction

### Characteristics of the school

- 1.1 The Prebendal School is a co-educational day and boarding school for pupils between the ages of three and thirteen years and serves as the chorister school for Chichester Cathedral. The school dates back to probably the foundation of the cathedral in the 11th century. It is housed in historic and purpose-built accommodation on a single site adjacent to the cathedral. The school is a charitable trust administered by a board of governors, chaired by the dean of the cathedral.
- 1.2 At the time of the inspection there were 144 pupils on roll (61 girls and 83 boys), of whom 13 were in the Early Years Foundation Stage (EYFS). Twenty-four pupils board at the school. The school has eight pupils who require support for special educational needs and/or disabilities, of whom one has an education, health and care plan. Fourteen pupils speak English as an additional language.
- 1.3 The previous inspection was a regulatory compliance inspection in April 2018.

### Purpose of the visit

- 1.4 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 previous inspection.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 8 (safeguarding of boarders)	<b>Met</b>
Part 3, paragraph 15 (admission and attendance registers)	<b>Met</b>
Part 3 and NMS 3.2 (boarders' health and well-being)	<b>Met</b>
Part 4, paragraph 18 (suitability of staff, supply staff and proprietors)	<b>Met</b>
Part 4, paragraph 20 (suitability of staff, supply staff and proprietors)	<b>Met</b>
Part 4, paragraph 21 (single central register of appointments)	<b>Met</b>
Part 5, paragraph 23 (premises and accommodation)	<b>Met</b>
Part 5, paragraph 24 (premises and accommodation)	<b>Met</b>
Part 8, paragraph 34 (quality of leadership in and management of schools)	<b>Met</b>

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11 (possibly also 2, 8, 9, 16); EYFS 3.4, 3.5, 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.
- 2.4 Safeguarding is correctly managed, and procedures are regularly reviewed, including an annual review by the proprietors. Close liaison between the designated safeguarding leads and the nominated safeguarding governor ensures that policy and procedures are reviewed effectively, in line with KCSIE requirements. The nominated governor for safeguarding understands the role of effective liaison with the local children's safeguarding board. All members of staff and governors, including those with designated responsibility for safeguarding and those working with boarders, have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of safeguarding and their responsibilities. Governors ensure that those with specific responsibility for safeguarding are given sufficient time and resources to carry out their roles effectively. Suitable arrangements are in place for the induction of new staff, which includes training in safeguarding. Scrutiny of records of most recent staff update training shows that there was a strong focus on peer-on-peer abuse and on the most recent update of Keeping Children Safe in Education 2018. There are appropriate recruitment procedures in place. A suitable code of conduct is implemented effectively and understood by all staff and includes advice on e-safety and the appropriate use of social media. The staff code of conduct is integral to all safeguarding and child protection documentation. In interview, staff reported that they feel confident with the school's whistleblowing procedures and that they would feel happy to make any referral directly to children's social services should the need arise.
- 2.5 A detailed scrutiny shows that suitable records are kept of any safeguarding concerns. Staff can record initial worries on suitable forms which are then transferred on to the school's management system. These are then effectively followed up by the DSL. Records show that since the previous inspection, the school has liaised appropriately with external agencies. The school's arrangements for recording safeguarding concerns across the school have been strengthened since the previous inspection.
- 2.6 The school ensures that pupils stay safe online and that a suitable e-safety programme is in place. Pupils are aware of how technology can be misused and how they can minimise risks. In interview, pupils spoke confidently about the importance of staying safe online. All pupils sign an acceptable use of ICT agreement. Pupils understand about peer-on-peer abuse and the wider implications for safeguarding.

- 2.7 The school liaises effectively with local agencies and understands that prompt action must be taken if concerns are expressed about a child. The DSL maintains appropriate and regular contact with the relevant children's services. Suitable procedures deal with allegations against members of staff. There have been no referrals to the Disqualification and Barring Agency (DBS) or the Teaching Regulation Agency (TRA) since the previous inspection. Throughout the school, including in the EYFS, there is a strong emphasis on listening to children. Boarders have access to both male and female staff in the boarding house every night should the need arise. Boarders know that there is an independent listener should they wish to speak to someone outside the day-to-day running of the school. All pupils interviewed, including boarders, said they feel happy and safe in the school. They confirmed that there are adults within the school to whom they would turn if they had an anxiety or personal concern, and they were confident that they would receive help.

### **Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]**

- 2.8 The school meets the standards.
- 2.9 The proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. The admission register contains all the required information including the destination of school leavers who leave at non-standard transition points. A detailed scrutiny of records shows that the school effectively utilises the local authority's online form to report all pupil entries and leavers.

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

- 2.10 The school meets the standards.
- 2.11 The school ensures that all recruitment checks are completed before a person starts work at the school, including for those working with boarders. A review of appointments made since the previous inspection shows that such checks include prohibition from teaching and management checks as appropriate to staff roles, and that barred list checks are undertaken for staff with delayed DBS certificates. The school also ensures that a medical fitness declaration, and right to work checks are undertaken on staff and proprietors before they start work at the school. The school has an effective system in place to ensure that it obtains written notification from external organisations, but who volunteer and work in regulated activity at the school. Staff files contain appropriate information to confirm checks have been undertaken.
- 2.12 The school keeps and appropriately maintains a single central register of staff appointments which ensures all checks have an entry, as applicable to the staff position and, in particular, records checks against the barred list, the right to work for staff and relevant checks for governors.

### **Premises and accommodation – toilets and changing [ISSR Part 5, paragraph 23; NMS 5]**

- 2.13 The school meets the standards.
- 2.14 Suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education. The school provides showers for boys and girls in their separate changing rooms. In interview, pupils stated that they appreciated the improved provision as it has a strong focus on privacy.

**Premises and accommodation – medical facilities [ISSR Part 5, paragraph 24; NMS 3]**

- 2.15 The school meets the standards.
- 2.16 The school provides suitable accommodation to cater for pupils' medical needs and the care of sick and injured pupils, including for boarders. There is suitable medical accommodation that has a washing facility within the room and there is a toilet nearby.

**Provision of information [ISSR Part 6, paragraph 32; NMS 4]**

- 2.17 The school meets the standards.
- 2.18 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 1, 13]**

- 2.19 The school meets the standards.
- 2.20 The school ensures that leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, to ensure that regulations and standards are consistently met. The school actively promotes the well-being of pupils.
- 2.21 A scrutiny of minutes from governor and senior leadership meetings held since the previous inspection shows a proactive approach to ensure that regulations and standards are met. Within the minutes there is clear reference to the previous inspection and how the associated action plan should be successfully implemented. This was further confirmed in discussions about school governance. School leaders and managers have strengthened the role of the designated safeguard lead and associated record keeping. The school has successfully implemented revised job descriptions to ensure there is an increased focus on the oversight of safer recruitment practices. This has been supported by a complete and thorough overhaul of the single central register of appointments. Records of safer recruitment training and update training for members of the senior leadership team show that the school is ensuring that all school leaders are suitably skilled to carry out their roles effectively.

### **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
- Arrangements to educate pupils about safeguarding, including e-safety
- Records of staff training with particular reference to safeguarding
- Code of conduct for staff
- Staff recruitment policy
- Single central register of appointments

### Meetings with school personnel

- Introductory meeting with senior leadership team – 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, training and induction of new staff
- Meeting with registrar – to discuss the school register of admissions
- Meeting with assistant bursar, the person responsible for carrying out staff recruitment checks – to review school's recruitment procedures, to scrutinise single central register of appointments and to check staff recruitment files
- Telephone conversation with governor who has specific responsibility for safeguarding

### Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Tour of the boarding accommodation
- Tour of medical facilities
- Interview with pupils, including boarders, in Year 8
- Interview with group of staff including non-teaching staff
- Meeting of inspectors
- Oral feedback to headteacher