

WAVERLEY SCHOOL

Waverley Way, Finchampstead, Wokingham, Berkshire, RG40 4YD

23 MAY 2018

CHARACTERISTICS OF THE SCHOOL

Waverley School is a co-educational day school for pupils between the ages of 3 months and 11 years. In 2011 the school became an independent charitable trust and is governed by five trustees. At the time of the visit there were 128 pupils in the school, 68 boys and 60 girls. The school is organised into two sections: a pre-prep for children in Reception and also pupils in Years 1 and 2; and a prep section for pupils in Years 3 to 8. The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 24. There are no pupils with a statement of SEND or an education, health and care (EHC) plan. There are five pupils for whom English is an additional language (EAL). The previous ISI inspection in October 2017 was a regulatory compliance inspection.

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 on 17 to 18 October 2017. The focus of the visit was on welfare, health and safety (safeguarding) and the quality of leadership in and management of schools.

INSPECTION FINDINGS

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b); EYFS 3.4-3.14]; 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.

Safeguarding is correctly managed, and procedures are regularly reviewed, including an annual review by the proprietors. Since the previous inspection, the governors have undertaken a safeguarding audit, coordinated by the designated safeguarding lead (DSL), the deputy safeguarding leads and the nominated safeguarding governor. The findings from the audit were then discussed and analysed by all governors. However, minutes of the meeting do not reflect the depth of discussion undertaken as was evidenced during the meeting with governors. 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 safeguarding children board. All members of staff and governors, including those with designated responsibility for safeguarding, have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of safeguarding and their responsibilities. Suitable arrangements are in place for the induction of new staff, which includes training in

safeguarding. 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 school ensures that pupils stay safe on-line and has a suitable e-safety programme in place. Pupils are aware of how technology can be misused and how they can minimise risks. During interview, pupils spoke confidently about the importance of staying safe on-line.

The school liaises effectively with local agencies and, when required, 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. Pupils interviewed 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, particularly from their class teachers and the guidance counsellors. They understood the roles of the designated safeguarding leads and that there was a governor responsible for safeguarding to whom they could talk should the need arise.

The quality of leadership in and management of schools [ISSR Part 8, paragraph 34(a), (b) and (c)]

The school meets the regulation.

School leaders, including governors, and managers have adopted a proactive approach to all recent initiatives. Through this they ensure that the regulatory requirements are consistently met and that the well-being of pupils is prioritised. All school leaders and managers take their responsibilities seriously.

Since the previous inspection, the school has undergone a significant transformation in the structure of the governing board. The school has benefited from external support in developing effective governance through restructuring and review. New board members have been appointed and clear terms of reference have been developed for each new committee that has been established. This ensures that appropriate attention is now paid to the necessary regulations. Newly appointed governors bring additional skill sets that strengthen the school's governance arrangements. There has been further recent governor training with a strong focus on safeguarding, including training in Safeguarding Children Level 1, the Prevent strategy, safer recruitment, achieving effective governance and seminars for new governors. Governors carry out an effective annual review of safeguarding, beginning with an annual audit initiated by the DSL, DDSLs and the nominated governor for safeguarding. Governors understand their responsibilities to ensure that a review of the school's safeguarding policy and procedures is carried out judiciously. There is an effective safeguarding committee, including the nominated governor, that ensures that the needs of all pupils are met consistently. The committee reviews practice, as evidenced in the minutes, to ensure that, when appropriate, lessons are learnt and acted on.

REGULATORY ACTION POINTS

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