



**ISI** Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**Abbey School**

**January 2023**

## School's details

<b>School</b>	Abbey School			
<b>DfE number</b>	880/6000			
<b>Early Years registration number</b>	EY234164			
<b>Address</b>	Abbey School Hampton Court Fore Street St. Marychurch Torquay Devon TQ1 4PR			
<b>Telephone number</b>	01803 327868			
<b>Email address</b>	secretary@abbeyschool.co.uk			
<b>Headteacher</b>	Miss Fleur Greinig			
<b>Proprietor</b>	Mrs Sylvia Greinig			
<b>Age range</b>	0 – 11			
<b>Number of pupils on roll</b>	123			
	<b>EYFS</b>	72	<b>Infants</b>	14
	<b>Juniors</b>	37		
<b>Date of inspection</b>	17 January 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Abbey School is a co-educational nursery and day school. It includes a registered Early Years Foundation Stage (EYFS) setting. The sole proprietor acts as the principal of the school, with management delegated to the headteacher, who is their daughter. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care plan (EHC). Seven pupils speak English as an additional language (EAL). The school's previous inspection was a regulatory compliance inspection in March 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 regulatory compliance inspection on 3 March 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework. The visit considered an additional concern which had been received since the previous inspection.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraph 7 (safeguarding); EYFS 3.4, 3.7 and 3.9	<b>Not met</b>
Part 3, paragraph 16 (risk assessment); EYFS 3.65	<b>Not met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints); EYFS 3.75 and 3.76	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Not met</b>

## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.7 and 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 does not meet the standard and the requirements.
- 2.4 Senior leaders implement effective arrangements to safeguard and promote the welfare of pupils in the school in most areas. The school has a suitable approach to the Prevent strategy. The designated safeguarding lead (DSL) and deputy DSLs provide sufficient cover for their role across the school. Safeguarding records are detailed and monitored effectively to ensure that any concerns are managed appropriately and in line with the school's safeguarding policy and statutory requirements. The school passes safeguarding information on to the receiving schools appropriately when pupils leave to go elsewhere.
- 2.5 The DSL, deputy DSLs and all other staff are suitably trained. Staff are confident in their understanding of the school's safeguarding policy and procedures. They know how to raise concerns about pupils, report low-level concerns and implement whistleblowing. They understand the definitions of different types of abuse, including child-on-child abuse. They show suitable awareness of pupils with SEND and their potential vulnerabilities, and of the school's context, including the vulnerabilities of babies and young children. Behaviour management in the EYFS is appropriate. Staff understand the procedures to follow should a safeguarding concern be raised including the need to refer directly to the local authority designated officer (LADO) if there were to be concerns regarding the headteacher or proprietor. Pupils are educated how to stay safe including online. During discussion, pupils stated that they are confident in naming trusted adults in the school to whom they can turn if they are worried or concerned. They confirmed that they would be listened to. Records of safeguarding confirm that appropriate action is taken when concerns are raised.
- 2.6 The school has now ensured checks against the list of those prohibited from management are carried out prior to employment. However, checks of references for staff appointed since the previous inspection do not meet statutory requirements because suitable references have not always been taken. Senior leaders lack a clear understanding of where risk assessments and potential supervision may be applied in the absence of recruitment information and where they may not.
- 2.7 The annual review of safeguarding is in line with local authority documentation and procedures. However, insufficient monitoring by the proprietor of safeguarding, in particular of recruitment checks and records, has resulted in errors going unnoticed.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; EYFS 3.65]**

- 2.8 The school does not meet the standard and the requirements.

- 2.9 The school has implemented successfully a range of actions to address the weaknesses in risk assessment highlighted in the previous inspection, including improving the identification and recording of risk.
- 2.10 However, senior leaders do not provide a strategic overview of risk assessment and consistent monitoring to ensure that appropriate risk assessments are made and implemented across all of the areas of the school's operations where these are required. Although staff have received appropriate training in risk assessment, some are not sufficiently involved in making and implementing risk assessments for their areas of responsibility to gain effective understanding of the process. As a result, some statutory requirements, including those which stipulate risk assessment to identify hazards such as flammable materials and their appropriate storage, are not met.

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

- 2.11 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.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS 3.75, 3.76]**

- 2.12 The school meets the standard and the requirements.
- 2.13 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Appropriate details are provided within the complaints policy for parents to contact ISI and Ofsted if they so wish. The number of complaints received is published annually on the school's website and records are kept appropriately including of any action taken and the outcomes of the complaint.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.14 The school does not meet the standard.
- 2.15 The school has implemented its action plan successfully in some areas but not all elements have yet been actioned effectively. Insufficient oversight and monitoring by the proprietor means that leadership and management do not demonstrate good skills and knowledge appropriate to their role and the other standards are not met fully and consistently, impairing the active promotion of pupils' wellbeing.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- The school must ensure that suitable references are received for all staff before they begin work [paragraph 7(a) and (b); EYFS 3.4, 3.7 and 3.9].
- Senior leaders must ensure a clear understanding within the school of where risk assessments and potential supervision may be applied in the absence of recruitment information, and where they may not [paragraph 7(a) and (b); EYFS 3.4, 3.7 and 3.9].
- The school must ensure that the proprietorial review of safeguarding includes oversight of recruitment so that all of the required checks are completed, and documentation received before staff commence employment [paragraphs 7(a) and (b); EYFS 3.4, 3.7 and 3.9].

#### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; EYFS 3.65]**

- The school must ensure that there is a strategic oversight of risk assessment; that all staff understand the significance of effective risk assessment and how to carry it out; and that appropriate risk assessments are recorded, organised and implemented consistently in line with statutory guidance, in particular with regard to the safe storage of hazardous materials [paragraph 16 (a) and (b); EYFS 3.65].

#### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- Senior leaders and the proprietor must show good knowledge and skills so that the standards are met consistently, and the wellbeing of pupils is actively promoted [paragraph 34 (1)(a)(b) and (c)].

## 4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the proprietor. They visited different areas of the school and talked with groups of pupils and staff. They scrutinised a range of documentation, records and policies.

### Inspectors

Dr Patricia Preedy

Reporting inspector

Mrs Vivien Sergeant

Assistant reporting inspector