

School inspection report

28 to 30 November 2023

Rokeby School

George Road

Kingston upon Thames

Surrey

KT2 7PB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors effectively quality assure the wide-ranging curriculum and the co-curriculum programme designed by leaders. Pupils benefit from the varied opportunities on offer to develop their confidence and competence in many areas of school life.
2. Leaders' effective self-evaluation supports decision-making and supports school development. Governors have a clear understanding of their responsibilities and work closely with school leaders, providing support and challenge as the need requires.
3. Leaders' effective monitoring of teaching ensures that pupils across the school receive appropriate support, make good progress from their starting points and achieve well. Teaching in most lessons engages pupils to develop their collaborative skills and to be active learners. Teaching in the early years is effective and has a positive impact on the children helping them to develop good self-confidence and self-esteem and to acquire the key skills, knowledge and understanding to be successful learners.
4. Pupils who have special educational needs and/or disabilities (SEND) make good progress as a result of the effective personalised support they receive from their class teachers and support staff.
5. Staff implement a range of effective strategies to meet the needs of pupils who speak English as an additional language. This supports pupils who speak English as an additional language to make good progress and to attain academically in line with their peers.
6. Staff use technology devices effectively to enhance and extend pupil learning across subject areas in the early years and for older pupils. However, technology is not fully embedded within the curriculum for primary aged pupils.
7. Staff effectively implement the behaviour policy and promote positive behaviour. Any poor behaviour including bullying is dealt with quickly, resulting in a harmonious atmosphere in school where pupils are happy and enjoy learning.
8. Leaders ensure pupils' mental health and emotional wellbeing is supported by a personal, social, health and economic (PSHE) education programme that is relevant, well delivered and kept under review. As a result, pupils are able to self-reflect, build self-resilience and develop their emotional wellbeing.
9. Leaders including governors maintain a good oversight of safeguarding, ensuring that the systems and processes are in place for effective implementation of policy. Leaders ensure that staff training is thorough and relevant to their role so that they have the skills and knowledge to respond to concerns in a timely manner and take effective action to support pupils appropriately.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance, are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

- Leaders should continue to embed the use of technology within the curriculum so that all pupils use their information and communication technology skills effectively to extend their learning.

Section 1: Leadership and management, and governance

- 10 Governors and leaders use self-evaluation effectively to inform school improvement and draw upon information from a variety of sources, including from surveys undertaken by pupils and parents. This information, together with the work of the governor sub-committees, provides leaders with a comprehensive understanding of the needs and challenges faced by the school.
- 11 Leaders' decision to design and implement a curriculum and co-curricular programme which supports pupils to find individual areas of strength in line with the school ethos is effective and promotes the welfare of pupils.
- 12 Safeguarding and pastoral arrangements for supporting pupils are highly effective in promoting pupil wellbeing. Leaders liaise in a timely manner with relevant external agencies as required.
- 13 Staff undertake suitable training to promote positive behaviour in line with the behaviour, conduct and discipline policy. As a result, staff manage behaviour including any incidents of bullying effectively.
- 14 Leaders actively promote mutual respect and tolerance between all groups of pupils creating a respectful, confident and happy community. This supports pupils to develop positive relationships with others and to actively engage in their learning.
- 15 Leaders ensure that there are detailed and effective processes in place for monitoring and evaluating risk assessments including those for educational visits. As a result, risk assessment procedures are well understood by staff and are robust. Leaders are alert to new risks that may arise within the context of the school and take appropriate action. For example, trained emotional and literacy assistants provide additional support for pupils' mental health and emotional wellbeing in a designated wellbeing space in school.
- 16 Leaders monitor both informal and formal complaints and manage them effectively. Leaders record complaints appropriately and respond in line with school policy. Governors and leaders regularly review any complaints in order to identify any patterns and take appropriate action.
- 17 Parents receive regular and helpful reports about their child's progress and have access to other relevant information from the informative school website.
- 18 Leaders keep the accessibility plan under regular review and ensure that the provision is suitable for all groups of pupils.
- 19 Leaders in the early years ensure the curriculum is broad and appropriate, meeting the needs of the children. Staff develop and maintain positive relationships with the children enabling them to meet their learning and developmental needs. Leaders in the early years are effective in fulfilling their roles, and as a result, promote children's wellbeing and safety.

The extent to which the school meets Standards relating to leadership and management, and governance

20 All the relevant Standards are met.

Section 2: Quality of education, training and recreation

- 21 The breadth of the curriculum and activities provided by leaders reflects the school's aim of enabling pupils to find their individual strengths and skills. The well-planned and balanced curriculum is effective in maximising the opportunities offered for all pupils to develop new skills and to make good progress.
- 22 Leaders work closely with subject leaders to effectively monitor and quality assure teaching and learning. Leaders successfully analyse data and adjust the curriculum accordingly so that the learning needs of pupils are met. Teachers are knowledgeable and their planning considers pupils' prior attainment and aptitudes, enabling pupils to develop their knowledge, skills and understanding and make good progress across the curriculum.
- 23 Leaders implement effective procedures for early identification of additional needs and ensure that staff provide appropriate targeted support for pupils who have special educational needs and/or disabilities. The special educational needs coordinator (SENCo) works closely with staff, giving specialist practical and written advice. Pupils who have special educational needs and/or disabilities make good progress because their needs are consistently met.
- 24 Pupils who speak English as an additional language are given practical and tailored support from their teachers who receive appropriate training. The support provided includes one-to-one support, small group support and differentiated subject resources. Staff work closely with parents who reinforce learning at home. As a result, pupils who speak English as an additional language make good progress and attain academically in line with their peers.
- 25 Teachers effectively employ a variety of teaching methods using a range of appropriate classroom resources. As a result, pupils display positive attitudes to learning and are motivated to learn. Most lessons facilitate learning through a range of well-chosen activities enabling pupils to be active learners.
- 26 Pupils develop their linguistic skills through the many opportunities provided within the curriculum and co-curriculum programme. As a result, pupils from an early age become confident speakers who are able to communicate their ideas and thoughts eloquently. Pupils read with fluency and expression and incorporate a variety of literary techniques within their writing. Leaders ensure pupils' mathematical competency develops steadily through the school, supported by a well-planned curriculum, enabling pupils to apply their learning effectively to real life situations and to gain confidence in problem-solving.
- 27 Teachers in the early years have high expectations and provide an environment that enables children to feel safe and secure in their learning. Teachers plan carefully and provide a wide range of activities enabling children to make good progress from their starting points. Children listen well to adults and their peers and are confident to speak out and share ideas. Consequently, children in the early years acquire good communication and language skills. Adults provide thoughtful interventions that keep children engaged in their learning, help them to develop independence and encourage positive attitudes.
- 28 Leaders ensure there are opportunities for pupils to develop their skills and knowledge in information and communication technology within specialist taught lessons. Children in reception use technology effectively and older pupils use individual digital devices well to enhance their

learning within a wide range of lessons and subject areas. However, the opportunities to effectively incorporate technology into the curriculum to extend pupils' learning in the primary years are more limited.

- 29 Pupils have numerous opportunities to develop their existing interests and to identify new areas of interest. Pupils believe this aspect of their education to be both challenging and exciting. For pupils in early years there is an extensive programme of activities designed to engage the children in tasks which helps develop communication and language skills.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 30 All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

- 31 Leaders provide pupils with many opportunities to develop their physical and mental health through the extensive physical education and games programme, which is supported by a good range of sporting extra-curricular clubs in appropriate and well-resourced spaces. As a result, pupils actively participate in physical activities and understand the importance of physical health and the impact it has on their wellbeing.
- 32 The carefully planned PSHE programme includes a suitable relationships and sex education (RSE) curriculum and promotes pupils' mental health and emotional wellbeing. Older pupils reflect on the topic they have been studying, and identify and record actions they can take to incorporate their learning into their everyday lives. Consequently, pupils develop a high-level of self-awareness and are able to modify their behaviour to reflect their learning.
- 33 Leaders give prominence to pupil wellbeing, implementing a range of strategies to ensure they listen to pupils and act on suggestions as appropriate. For example, following an equality, diversity and inclusion survey, leaders trained some of the older pupils as equality ambassadors to develop their own and others understanding of harmful behaviours, such as unconscious bias. Leaders ensure all pupils have opportunities to learn how to self-regulate and develop strategies to help them in dealing with differing emotions. As a result, pupils develop good self-knowledge, self-esteem and self-confidence and display positive attitudes to school.
- 34 Pupils develop their spiritual and moral understanding through the well-planned religious education programme. Pupils have a well-developed understanding of world faiths and as they progress through the school develop a good understanding of how faith and culture may impact on people's understanding of society. For example, older pupils understand how the prison system is valued within different cultures.
- 35 Staff have high expectations and challenge pupils if their behaviour falls below expectations. Consequently, pupils of all ages are well behaved and kind. In the early years, leaders have an effective behaviour system which actively involves the children. This system offers praise with an element of self-management and ownership, enabling children to begin to learn how to monitor their own feelings and actions.
- 36 Leaders ensure that several staff are suitably trained, including those in the early years to provide appropriate first aid and medical support when needed. The school's admissions and attendance registers are well maintained and monitored, and any absences are swiftly followed up in line with the school attendance policy.
- 37 Leaders place a high priority on health and safety ensuring the premises are well maintained and provide a safe environment for pupils. Risk assessments are well managed, appropriate to the activity and effectively implemented to minimise risk to pupils. Leaders ensure suitable actions are taken to reduce the risk from fire. Staff receive regular fire training and fire evacuation drills are undertaken on a termly basis.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

38 All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

- 39 Leaders ensure that the wide-ranging curriculum supports pupils' knowledge and awareness of social and cultural matters. The PSHE curriculum supports pupils to develop a good understanding of how people are different at an age-appropriate level, promoting pupils' understanding that everyone is an individual and not everyone may think as they do. Pupils listen to each other respectfully. They are aware of differences and are tolerant of others. As a result, pupils feel included and contribute positively to the calm and harmonious school environment.
- 40 Pupils develop their economic understanding both through the taught curriculum and through a commercial praise system, which allows pupils to earn points that may be exchanged for a reward, for example, a keyring designed and made by pupils.
- 41 Leaders actively promote British values through the curriculum, assemblies and form time. Pupils participate in and experience the democratic process in action when electing their peers to positions of responsibility and through participating in the active school council run by senior pupils.
- 42 Pupils understand the difference between right and wrong and appreciate the need for rules within school and society. Leaders ensure pupils are actively involved in developing school rules with each class drawing up its own charter of behaviour. This impacts positively on pupils' interactions in class and around the school.
- 43 Pupils are well prepared for their next stage in education as they move through the school. Staff support pupils to develop effective study skills and older pupils can confidently identify ways of working which help them to learn. Pupils learn about the skills and attributes required for future careers through learning opportunities embedded into the curriculum and through a programme of visiting speakers. Pupils enjoy hearing about a variety of careers at first-hand and they find these opportunities helpful when considering subject choices at senior school and in future careers.
- 44 Leaders ensure that links to the community are many and varied. For example, some pupils support and visit the local foodbank, while others participate in an award scheme for schools, spending time in the community that they have organised themselves. Leaders ensure there is effective guidance, training and support for all older pupils who take on positions of responsibility within the school. As a result pupils take their roles seriously and contribute positively to the life of the school.
- 45 Leaders support children in the early years to develop effective social skills. Children interact positively with staff, visitors and their peers. Leaders carefully plan activities which are well matched to pupils' needs and this enables pupils to work together effectively.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

46 All the relevant Standards are met.

Safeguarding

- 47 Governors ensure safeguarding practice is effectively implemented in line with statutory guidance. Governors undertake regular training and frequently discuss relevant aspects with safeguarding leads in order to ensure safeguarding arrangements are clear and reflected in the appropriate policies. Governors complete a comprehensive annual safeguarding review as part of their quality assurance process.
- 48 Leaders with safeguarding responsibilities in school demonstrate good skills and knowledge of their roles and have a good understanding of child protection procedures. They are aware of contextual risks and respond appropriately to them. Safeguarding leads receive regular training for their roles, report concerns in a timely manner and interact and work effectively with external agencies. They manage and maintain records appropriately, ensuring that pupils are appropriately supported.
- 49 The designated safeguarding lead (DSL) ensures both teaching and non-teaching staff receive regular safeguarding and child protection training and updates to ensure they have a good knowledge and understanding of safeguarding procedures, including what to do and how to report a concern.
- 50 Leaders ensure children in the EYFS are safe and that their welfare is promoted. Staff across all phases of the school implement the safeguarding policy effectively.
- 51 Leaders ensure that online safety is taught in an age-appropriate manner within the curriculum and pupils are confident on how to keep themselves safe online. Leaders ensure effective filtering and monitoring systems are in place and safeguard pupils appropriately.
- 52 Pupils are aware of the many suitable channels in which they can raise a concern for themselves. Pupils throughout the school are confident to use these channels however small a concern may seem and report that staff respond appropriately. Consequently, pupils feel safe in school.
- 53 Leaders manage staff recruitment effectively so that recruitment procedures follow statutory guidance. A suitable register of pre-appointment checks is well managed and maintained by leaders and overseen by Governors.

The extent to which the school meets Standards relating to safeguarding.

- 54 All the relevant Standards are met.**

School details

School	Rokeby School
Department for Education number	314/6005
Registered charity number	312653
Address	Rokeby School George Road Kingston-upon-Thames Surrey KT2 7PB
Phone number	020 8942 2247
Email address	reception@rokeby.org.uk
Website	www.rokebyschool.uk
Proprietor	Rokeby Educational Trust Limited
Chair	Ms Deirdre Davidson
Headteacher	Mr Jason Peck
Age range	4 to 13
Number of pupils	402
Number of children in the early years registered setting	43
Date of previous inspection	17 to 19 September 2019

Information about the school

- 55 Rokeby is an independent day school for male pupils. The school comprises a lower school and an upper school which share the same site. The school is a charitable trust overseen by a board of governors.
- 56 There are currently 43 children in the early years.
- 57 The school has identified 53 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
- 58 English is an additional language for 16 pupils.
- 59 The school states its aims are to bring out the 'brilliant in each and every boy', encouraging pupils to be smart, skilful and kind. The school aims to foster respect and a love of learning, so that pupils are engaged and caring for their community and world.

Inspection details

Inspection dates

28 – 30 November 2023

60 A team of four inspectors visited the school for two and a half days.

61 Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visit to the facilities for physical education
- observation of break and lunchtimes
- work scrutiny with pupils, including discussions about their work
- scrutiny of a range of policies, documentation and records provided by the school.

62 The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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