



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

ASHDOWN HOUSE SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Ashdown House School

Full Name of School	Ashdown House School
DfE Number	845/6001
Registered Charity Number	309639
Address	Ashdown House School Ashdown House Forest Row East Sussex RH18 5JY
Telephone Number	01342 822574
Email Address	secretary@ashdownhouse.com
Head	Mr Haydon Moore
Principal of the Trust	Mr Eddy Newton
Age Range	4 to 13
Total Number of Pupils	112
Gender of Pupils	Mixed (72 boys; 40 girls)
Number of Day Pupils	Total: 13
Number of Boarders	Total: 99 Full: 80 Flexi: 19
Number of EYFS Children	1
Ownership and Governance	The school is one of the eight schools owned by the Cothill Trust. The same board of trustees manages all eight schools.
School Structure	The school is divided into two sections: the pre-preparatory department for pupils between the ages of 4 to 7 and the preparatory department for pupils up to the age of 13.
Inspection Dates	22 to 23 September 2015

ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding Standards. It identifies any Standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the Regulations.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

INSPECTION EVIDENCE

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the Principal of the Trust. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

INSPECTORS

Ms Juliet Jaggs	Reporting Inspector
Mr Graham Sims	Additional Reporting Inspector (Former Head, HMC school)
Mrs Dianne Barratt	Compliance Team Inspector (Head, IAPS school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Ashdown House is a co-educational preparatory boarding school located on the edge of Ashdown Forest in Sussex. The school was founded in 1843 in Brighton, where it operated for half a century before moving to its current location. Originally for boys, the school became a charitable trust in 1975 after which time it welcomed girls. In 2009, the school joined the Cothill Education Trust, which includes seven other schools, one of which is The Chateau de Sauveterre in southern France. Each year, pupils in Year 7 spend time in France at Sauveterre and this group of pupils was absent from the school at the time of the inspection.
- 1.2 Since the previous inspection, a new headmaster has been appointed and the deputy head has been in post for a year. New premises for the pre-preparatory department are nearing completion and the school accepted children in to the Early Years Foundation Stage for the beginning of the 2015 – 2016 academic year. One child has since joined the Reception class. Changes to boarding include the introduction of flexi-boarding and the relocation of the boarding accommodation.
- 1.3 The very large majority of pupils are boarders, and more boys than girls attend the school. The majority of boarders come from overseas; some are nationals from West Africa, the Far East and Europe, as well as British expatriates.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The school has, and implements, a written curriculum policy, supported by appropriate plans and scheme of work. The policy provides for a broad curriculum, including subjects such as Latin and Greek. Pupils have additional opportunities to learn Mandarin and take part in other activities such as chess. A range of extra-curricular activities is available and the curriculum is enhanced by visits to the Trust's centres in France and Dorset. The allocation of time to different areas of the curriculum is suitable. This curriculum is supported by schemes of work with the required emphasis on pupils' needs and aptitudes. Preparations for the introduction of the EYFS indicate that the school has considered an appropriate programme of activities, which they are beginning to adapt for the setting. The curriculum is adapted for pupils with special educational needs and/or disabilities (SEND) or for whom English is an additional language (EAL). Pupils attending the learning enhancement centre follow individual education plans that address their particular needs. [Paragraphs 2.(1)(a),(b) and 2.(2)(f)]
- 2.3 The curriculum is implemented effectively to provide pupils with an appreciation of the key features of modern British society. They learn to take responsibility and they are well prepared for life in British society. Pupils have the opportunity to make progress. They acquire a range of skills and achieve success in entrance examinations for the senior school of their choice. [Paragraphs 2.(2)(a),(b),(h) and (i)]
- 2.4 A more systematic approach to developing for pupils' personal, social, health and economic education (PSHEE) has been introduced since the previous inspection. Pupils learn tolerance and to respect diversity as reflected in the protected characteristics. Aspects of careers education appear in the PSHEE programme and they are given effective advice about choosing a senior school suitable for their aspirations and talents. [Paragraphs 2.(2)(d),(e) and (f)]

Teaching

- 2.5 The school meets the Regulations.
- 2.6 In the sample of lessons seen during the inspection, from the scrutiny of pupils' work and from the school's own analysis, most teaching supports the pupils' acquisition of knowledge. Teaching is planned to include a range of activities and methods. Pupils understand teachers' expectations for good behaviour; they sustain their concentration and act responsibly to make progress. [Paragraphs 3.(a),(b),(c) and (h)]
- 2.7 Most teaching indicates the necessary knowledge to help pupils learn the subject matter. The framework in place to assess pupils' work is used to check pupils' rate of progress, and this information is used to ensure that teaching takes account of pupils' needs and prior attainment in the planning of lessons. Classroom resources are of a

suitable quality and range. The quality of feedback provided in marking is inconsistent but meets requirements. [Paragraphs 3.(d),(e),(f) and (g)]

- 2.8 Teaching promotes respect and tolerance and does not discriminate against pupils. [Paragraphs 3.(i) and (j)]
- 2.9 The pupils' attainment is not measured by national tests but by the school's own framework which includes regular assessment of pupils' reading, writing, spelling and mathematics. The EYFS profile is not yet in use for children at the school. [Paragraphs 4]

How well do pupils achieve?

Pupils' Ability	The results of standardised tests indicate that overall the ability of the pupils is above average but covers a wide range.
Pupils' Needs	Twenty-nine pupils require support for SEND. None has a statement of special educational need or an education, health and care plan (EHC). Twenty-eight pupils have EAL, 18 of whom receive additional support. The school has identified a few pupils considered to have high academic ability and others with a particular talent for art, music and sport.
Pupils' Achievements	The school undertakes regular assessments of pupils' ability in reading, writing, spelling and mathematics.

Part 2 Spiritual, moral, social and cultural development of pupils

- 2.10 The school meets the Regulations and Standards.
- 2.11 The school's ethos actively promotes the values of mutual respect and tolerance of different faiths and beliefs. Pupils from many different nationalities mix together well within the school and take a keen interest in one another's cultural traditions. The school encourages pupils to show trust and kindness in learning about equality. Care is taken to promote the social and emotional development of new children joining the EYFS so that they settle quickly to the routines of school life. [Paragraphs 5(a) and (b)(v) and (vi)]
- 2.12 Aspects of the PSHEE programme develop pupils' understanding of various public institutions and services in England. This gives pupils a clear understanding of democracy and the law. Care is taken to ensure a balanced presentation of political views. [Paragraphs 5(b)(iv) and (vii),(c) and (d)]
- 2.13 The high standards of behaviour expected of the pupils help them distinguish right from wrong and to take responsibility for their actions. A few pupils indicated in their questionnaire responses that they did not agree that pupils' behaviour overall is good. Inspection evidence found that pupils are courteous and polite and they are quick to follow instructions. Pupils develop self-confidence; they are animated and enthusiastic when they talk about their experience of school. Pupils' allegiance to their house, and the opportunities for older boarders to read to juniors, mean that they learn the importance of making a positive contribution within a group. They all

appreciate the importance of rules in sustaining an orderly community. [Paragraphs 5(b)(i)(ii) and (iii)]

- 2.14 Pupils have the opportunity to share their views formally as members of the school council and the food committee. They learn to represent their peers as part of the democratic process. Boarders are invited to make suggestions about the running of the boarding house through forms completed at the end of each term and through more frequent informal meetings in the common rooms. [Paragraphs 5(b)(vii); NMS 17]
- 2.15 Prefects are trained and supervised appropriately assisting resident staff in the running of the boarding houses. [NMS 19]

What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Sixty-two pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. I enjoy school	100	0	2
2. I find my lessons interesting and engaging	100	0	7
3. The school gives me the support I need to learn	100	0	4
4. I can get help if I need it	94	6	9
5. The school encourages me to do my best	100	0	5
6. I feel safe and happy at school	100	0	8
7. My views and ideas are listened to in class and in school	94	6	9
8. Behaviour is good in the school	91	9	6
9. Teachers are fair in the way they give rewards	96	4	11
10. Teachers are fair in the way they give sanctions	90	10	12
11. The school deals with bullying	95	5	2
12. There is a member of staff or senior pupil I can turn to if I have a problem	97	3	1
Boarding questions			
1. I enjoy boarding	96	4	13
2. Boarders get on well together in the house	100	0	10
3. I am well looked after if I fall ill or am injured	93	7	9
4. I am able to contact my family and friends if I need to	86	14	11
5. I like the food in boarding	98	2	10
6. I feel safe in my boarding house	93	7	8
7. I am able to have snacks and drinking water outside main mealtimes	92	8	15
8. I am able to keep my belongings safe	90	10	13
9. Boarding staff treat me fairly	96	4	11
10. I am happy with the balance of free time and activities in the evenings and at weekends	98	2	8

Part 3 Welfare, health and safety of pupils

- 2.16 The school does not meet all of the Regulations and Standards.
- 2.17 A variety of rewards encourages pupils' good behaviour and pupils are consistently well mannered. A few pupils indicated in their questionnaire responses that they did not agree that sanctions are given fairly at the school. The inspection team looked at school records and noted that appropriate sanctions are adopted on the rare occasions when they are required. These sanctions are recorded carefully and analysed to check for patterns in misbehaviour. Relationships within the boarding community are strong because the rules on each of the landings are consistently applied and well understood. [Paragraphs 9(a) & (b); NMS 12]
- 2.18 Pupils have confidence in the systems that ensure that they are able to pass on to staff any concerns they may have about alleged incidents, and this means that bullying does not trouble them. School records indicate that the anti-bullying policy is implemented effectively and that bullying is extremely rare. [Paragraph 10]
- 2.19 The school surgery is efficiently run. A good proportion of staff are qualified to administer first aid, and paediatric first aid training is booked for the EYFS staff to comply with requirements. Records are organised to ensure that information about the treatment pupils receive and the medication administered is shared between staff accurately. Care is taken to ensure that prescribed medication is administered only to the boarder to whom it is prescribed, and the school receives parental consent for administering household remedies. School leaders monitor medical treatment records frequently. Boarders' confidentiality rights are respected. [Paragraph 13; NMS 3.4, 3.5]
- 2.20 New boarders settle in quickly because the caring ethos amongst the boarding community supports them well. Information such as the boarders' almanac and pupils' handbook, is available to help them understand school routines and customs. Boarders are confident they can turn to the staff for support and senior pupils have a personal mentor for academic and pastoral guidance. The school ensures that boarders have an independent listener who may be contacted, and they are provided with the details of appropriate support services. [NMS 2]
- 2.21 Duty boarding staff meet daily to share concerns about individual boarders and ensure their physical and mental health and emotional well-being. A school counsellor is available for pupils by arrangement. Separate accommodation is available for male and female boarders when they are unwell, and this is well supervised by appropriately qualified personnel. The school doctor visits the surgery on a weekly basis and suitable arrangements are made for boarders to visit local medical services. [NMS 3.1, 3.2, 3.3]
- 2.22 A few parents indicated in the responses to the questionnaire that they find it difficult to contact their children through the telephones on each landing. Boarders agreed that these lines are often in use but inspectors found that the school makes alternative arrangements providing other telephones, tablet computers for conversations over the internet and email facilities. Boarders in Year 8 have access to their own mobile telephones at specified times during the evening. Boarders are encouraged to write home on a weekly basis. [NMS 4]
- 2.23 Boarders are provided with a wide range of organised activities, including at the weekends, and policy guidelines for the safe use of the site during their free time are

- well understood. There are several areas where boarders can safely be alone if they wish. Newspapers are available for boarders in the library and resident staff ensure that boarders keep up to date with television news on a daily basis. [NMS 10]
- 2.24 Supervision around the school, on school visits and in the boarding house is well organised. The role of spouses is understood by all staff. Gap-year students have accommodation on some of the landings but a senior member of the boarding staff is always available in the building. Since the previous inspection, new procedures have been introduced to ensure that staff know the whereabouts of boarders. Staffing arrangements meet the requirements of the EYFS. Staff know the school's policy in relation to children going missing. [Paragraph 14; NMS 15]
- 2.25 Representatives from the trust work closely with school staff to ensure that fire-fighting and fire-detection equipment is checked regularly. Actions recommended in the detailed fire risk assessment are monitored annually. Staff are trained to use fire equipment every two years and school records indicate that tests and drills are carried out routinely. Boarders are familiar with evacuation procedures from the landings because they practice regularly during boarding time. [Paragraph 12, NMS 7]
- 2.26 The school kitchen is maintained to a high standard, with all staff well qualified to prepare and serve food hygienically. Menus indicate that boarders are provided with a varied and nutritious diet. They have choice and they are encouraged to ask for a suitable-size serving. Drinking water is readily available, snacks are offered at various times of the day in addition to scheduled meals; fresh fruit is provided on each landing. Boarders with special dietary and medical needs are catered for. Boarders have suitable access once a week to the school coffee shop. [NMS 8]
- 2.27 The system organising laundry operates efficiently and clean clothing is satisfactorily returned to the right boarder. Stationery and personal items are available from resident staff and occasional shopping trips are organised when boarders need replacement uniform. A few parents and boarders indicated in their questionnaire responses that they were concerned about the level of security for personal possessions. The inspectors agreed with the boarders they met, who said there are adequate arrangements for locking up valuables if they choose to use them. The school's policy for searching boarders' possessions has been drawn up with regard to official guidance. [NMS 9]
- 2.28 The school carries out risk assessments, including those for boarders' accommodation and the EYFS. The standardised template issued for staff to complete these assessments is in accordance with school policy, and assures a consistent approach to identifying most risks and the actions necessary to reduce them. The headmaster routinely monitors these documents, but the policy does not make provision for a corresponding review process to evaluate and improve each assessment for a more rigorous approach. [Paragraph 16, NMS 5.1, 6.3]
- 2.29 Expertise available through the trust means the school complies with most health and safety laws, and most routine practice is efficient. The school has safeguarded pupils during the period of construction on site. Following the previous integrated inspection, the school had drawn up its own action plan to assure the routine maintenance of electrical equipment. School records show that the school is not implementing its own procedures effectively and electrical equipment is not monitored frequently enough. [Paragraph 11, NMS 6.1]

- 2.30 The school has not kept up to date with current legislation to safeguard and promote the welfare of all pupils, including boarders. The proprietorial body has not reviewed the policy effectively and it does not meet regulatory requirements. Staff training does not pay sufficient regard to the guidance issued by the Secretary of State or the specific requirements of the Local Safeguarding Children Board. Staff at the school demonstrate a lack of understanding about internal reporting to the designated safeguarding lead and external referrals to local authority representatives. Related policies, such as those for staff recruitment, lack clarity and do not provide staff with sufficient guidance, particularly in relation to the recruitment of supply staff. The school ensures that staff declare any disqualification by association. The school amended the safeguarding policy was amended during the inspection to include guidance about the use of mobile phones and cameras, in accordance with the statutory requirements for the EYFS. The school adopts measures relating to e-safety, provides appropriate opportunities for pupils to understand the potential risks and for managing pupils' access to the internet. [Paragraph 7.(a) and (b), Paragraph 8.(a) and (b), NMS 11]
- 2.31 Attendance registers are not maintained correctly. Registers are incomplete because there is a lack of rigour accounting for absence, and the afternoon registration of day pupils is not recorded consistently. Procedures for recording the details of pupils admitted to the school are currently being updated, intended to improve the current filing system and create an accurate admissions register. [Paragraph 15]
- 2.32 The school does not use lodgings. [NMS 20]

Other legislation

- 2.33 The school fulfils its duties under Schedule 10 of the Equalities Act 2010. The school has comprehensive procedures for supporting pupils with SEND. A new accessibility plan has recently been drawn up for the prescribed three-year period from 2015 to 2018. It shows suitable consideration for improving the access to the curriculum, the physical environment and the delivery of information for pupils with SEND. Suitable care plans for boarders with SEND are in place. Boarders are not discriminated against. [NMS 16]
- 2.34 The school rejects the use of corporal punishment.

Part 4 Suitability of staff, supply staff and proprietors

- 2.35 The school does not meet all of the Regulations and Standards.
- 2.36 The school checks the suitability of new members of staff and members of the proprietorial body in accordance with requirements. Young people over the age of 16 also living on the premises, but not in the employment of the school, have provided the necessary documentation. Visitors to the boarding accommodation are sufficiently supervised. The school does not appoint guardians. [Paragraphs 18, 20; NMS 14.1]
- 2.37 The school has not ensured that employment businesses provide written confirmation that all required checks for supply staff have been undertaken, that copies of relevant documents are shared with the school and that the school checks the person's identity before they begin work. . [Paragraphs 7.(a) & (b), 8.(a) & (b) and 19; NMS 14.1]

- 2.38 All checks undertaken for members of staff and the proprietorial body are recorded on the single central register of appointments. It is incomplete because it does not include the necessary information regarding the appointment of supply staff. [Paragraph 21]

Part 5 Premises and accommodation

- 2.39 The school does not meet all the Regulations and Standards.
- 2.40 Lighting and internal acoustic requirements are met and there is sufficient outdoor space for physical education and play. The surgery for the treatment of pupils and the separate sick bays for boys and girls when they are ill and injured are suitable. [Paragraphs 24, 26, 27 and 29]
- 2.41 Suitable toilet and washing facilities are provided for pupils, including showers for use after sports activities. Hot water is maintained at a safe temperature and cold water suitable for drinking is clearly identified. [Paragraphs 23 and 28]
- 2.42 The separate boarding accommodation for boys and girls on the landings is clean, comfortable and carefully maintained. Social areas are suitably decorated and boarders' personal possessions and photographs brighten the dormitories. Suitable toilet and washing facilities are close to the sleeping accommodation and boarders have plenty of storage space. Organised private study takes place away from the landings, although boarders are encouraged to read in their dormitories. Access to the landings is restricted to those living there and boarders seek permission from staff if they would like to visit another landing. Security measures do not intrude on boarders' privacy. [Paragraph 30; NMS 5]
- 2.43 Inconsistencies in the school's maintenance procedures mean that it is not making practicable arrangements to ensure the safety of electrical equipment. [Paragraph 25]

Part 6 Provision of information

- 2.44 The school does not meet all of the Regulations and Standards.
- 2.45 The school has not ensured that the information which should be provided and made available to parents, and there are several inconsistencies. Parents are provided with informative annual reports about their children's progress and they receive both the required statement of boarding principles and practice and the safeguarding policy. The school website does not show the contact details of the proprietor and previous inspection reports are not maintained on it. Parents are notified of much of the information that is available to them, but this does not include details about the provision for pupils learning English as an additional language and the arrangements for first aid. Information relating to the EYFS has not been issued to parents. [Paragraph 32; NMS 1]

Part 7 Manner in which complaints are handled

- 2.46 The school does not meet all of the Regulations and Standards.
- 2.47 No formal complaints have been received by the school. The records kept log the informal concerns raised by parents, including when issues have been raised relating to boarding. However, the policy that has been drawn up does not meet requirements because it does not state that the school makes provision for records to include action taken by the school as a result of formal complaints received, regardless of whether they are upheld. The policy does not give parents accurate guidance about contacting Ofsted when they believe the provider is not meeting the EYFS requirements. [Paragraph 33; NMS 18]

Part 8 Quality of leadership and management

2.48 The school does not meet all of the Regulations and Standards.

2.49 Leadership and management create a distinctive school ethos. They communicate with staff to ensure that pupils are well cared for. The leadership of pastoral and academic matters operates successfully. However, the proprietors have not discharged their responsibilities for ensuring that the regulatory standards are met consistently. The change to the school's age range has not been approved by the Department for Education, as is required. The school's leaders, including those with responsibility for boarding, are not sufficiently familiar with the regulatory requirements for their areas of responsibility. The proprietors are not sufficiently vigilant in their monitoring of the effectiveness of boarding and welfare provision. At the time of the previous inspection, the school was required to address regulatory failings relating to safeguarding and recruitment procedures, the maintenance of electrical equipment and attendance procedures. These issues were temporarily resolved, but improvements have not been sustained and similar aspects of non-compliance have recurred. [Paragraphs 34(1)(a),(b) and (c); NMS 13.1,13.4 & 13.5]

What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Eighty-six parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
School questions			
1. My child is happy at the school.	100	0	1
2. My child is making good progress at the school.	100	0	3
3. My child feels safe at the school.	98	1	1
4. My child is well looked after at the school.	98	1	1
5. The school actively promotes good behaviour.	98	1	1
6. There is someone for my child to go to if problems arise in the school.	98	1	1
7. The school welcomes my views.	100	0	7
8. The school deals well with bullying.	100	0	13
9. Behaviour is well managed.	98	1	1
10. I receive good information about my child's progress, the school's policies and activities/events.	100	0	1
11. I receive timely responses to my questions, concerns and complaints.	100	0	2
12. My child has access to a broad curriculum.	100	0	1
13. My child's individual educational needs are being met at school.	100	0	4
14. I would recommend the school to another parent.	100	0	2
Boarding questions			
1. My child enjoys boarding.	100	0	22
2. The boarding accommodation is well maintained.	98	1	20
3. My child is well looked after if he/she is ill or injured.	100	0	19
4. I am able to contact my child easily.	92	7	18
5. I am able to contact boarding staff easily.	98	1	20
6. My child feels safe in the boarding house.	100	0	22

7. My child's belongings are kept safe.	95	4	25
8. Boarding staff treat my child fairly.	100	0	22
9. I am happy with the balance of free time and activities my child has in the evenings and at weekends.	100	0	18

3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	No
Part 4 Suitability of staff, supply staff and proprietors	No
Part 5 Premises and accommodation	No
Part 6 Provision of information	No
Part 7 Manner in which complaints are handled	No
Part 8 Quality of leadership and management	No
National Minimum Standards for Boarding Schools	No

Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Implement an appropriate safeguarding policy that accurately reflects current guidance issued by the Secretary of State and ensure that all staff act in accordance with these requirements. [Part 3, paragraph 7.(a) and (b), under Welfare, health and safety and for the same reason, Part 3, paragraph 8.(a) and (b); NMS 11]
- Implement the school's plan to assure the routine maintenance of electrical equipment. [Part 3, paragraph 11; NMS 6.1 and for the same reason, Part 5, paragraph 25]
- Ensure that the admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 [Part 3, paragraph 15]
- Ensure that attendance registers are completed twice daily for all day pupils and implement a system so that records show that all pupil absence can be accounted for and monitored. [Part 3, paragraph 16]
- Ensure that employment businesses provide written confirmation that all required checks for supply staff have been undertaken, that copies of relevant documents are shared with the school and that the school checks the person's identity before they begin work. [Part 3, paragraph 19.(2)(a),(c),(d),(e) and 19(3); NMS 14.1]

- Ensure that all recruitment checks regarding the suitability of supply staff are accurately recorded on the single central register of appointments. [Part 4, paragraph 21.(5)(a),(b),(c)]
- Ensure that the Proprietors' address and telephone number are provided to parents and that inspection reports are maintained on the school website. [Part 6, paragraph 32.(1)(a),(d),(e) and for the same reasons paragraph 32.(2)(b)(ii) and 32(3)(g)]
- Ensure that the first-aid policy and details of the provision for pupils with English as additional language are made available to parents and the parents of prospective pupils. [Part 6, paragraph 32.(1)(b) and for the same reasons paragraph 32.(3)(b) and (d)]
- Ensure that parents of children in the EYFS are provided with necessary information about the setting. [EYFS Statutory Framework]
- Ensure that the complaints procedure makes provision for a written record of the action taken by the school as the result of a formal complaint, regardless of whether it is upheld. Clarify the arrangements for reporting concerns about the EYFS provision to Ofsted. [Part 7, paragraph 33.(j)(ii); NMS 18]
- Ensure that all people with leadership and management responsibilities maintain current knowledge of the regulatory requirements for the Independent Schools' Standards Regulations, including those for the Early Years Foundation Stage, and the National Minimum Standards for boarding schools. [Part 8, paragraph 34(1)(a),(b),(c); NMS 13.4 & 13.5]
- Ensure that the proprietors monitor the leadership and management of boarding more effectively and take appropriate action where necessary. [NMS 13.1]

The school will be required to produce an Action Plan for the Department for Education to set out how it intends to resolve the issues listed above.

Progress since the previous inspection

- 3.2 At the time of the previous routine inspection, recommendations were made about safeguarding and recruitment procedures, the maintenance of electrical equipment, attendance registration and the whereabouts of boarders. New systems have been introduced and boarders register with staff at various times during the day. A subsequent emergency visit found that the school had addressed all regulatory failings identified during the routine inspection. Governance and leadership have not sustained regulatory compliance and failings have recurred in these areas.