

**REGULATORY COMPLIANCE, FOCUSED COMPLIANCE AND
EDUCATIONAL QUALITY INSPECTIONS**

SELF-EVALUATION FORM

For use from April 2017

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To be completed electronically

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| Is the school happy for this form to be shared with the inspection team (Y/N) | Y |
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TABLE OF CONTENTS

| | |
|--|-----------|
| PART 1 for Regulatory Compliance and Focused Compliance Inspections | 3 |
| Part 1 Quality of education provided (curriculum) | 3 |
| Part 1 Quality of education provided (teaching) | 4 |
| Part 2 Spiritual, moral, social and cultural development of pupils | 5 |
| Part 3 Welfare, health and safety of pupils | 6 |
| Other legislation | 7 |
| Part 4 Suitability of staff, supply staff and proprietors | 7 |
| Part 5 Premises and accommodation | 13 |
| Part 6 – Provision of information | 15 |
| Part 7 – Manner in which complaints are to be handled | 17 |
| Part 8 – Quality of leadership in and management of schools | 18 |
| | |
| National Minimum Standards for Boarding Schools (NMS) | 20 |
| Standard 1 – Statement of Boarding Principles and Practice | 20 |
| Standard 2 – Boarders’ Induction and Support | 20 |
| Standard 3 – Boarders’ Health and Well-being | 20 |
| Standard 4 – Contact with Parents/Carers | 21 |
| Standard 5 – Boarding Accommodation | 21 |
| Standard 6 – Safety of Boarders | 21 |
| Standard 7 – Fire Precautions and Drills | 22 |
| Standard 8 – Provision and Preparation of Food and Drinks | 22 |
| Standard 9 – Boarders’ Possessions | 22 |
| Standard 10 – Activities and Free Time | 23 |
| Standard 11 – Child Protection | 23 |
| Standard 12 – Promoting Positive Behaviour and Relationships | 23 |
| Standard 13 – Management and Development of Boarding | 24 |
| Standard 14 – Staff Recruitment and Checks on Other Adults | 24 |
| Standard 15 – Staffing and Supervision | 25 |
| Standard 16 – Equal Opportunities | 26 |
| Standard 17 – Securing Boarders’ Views | 26 |
| Standard 18 – Complaints | 26 |
| Standard 19 – Prefects | 26 |
| Standard 20 – Lodgings (Long-stay) | 26 |
| | |
| PART 2 for Educational Quality Inspections | 28 |
| The Characteristics of the Main School | 29 |
| The Quality of Pupils’ Academic and Other Achievements | 31 |
| The Quality of Pupils’ Personal Development | 36 |

Changes to April 2017 Version

Two questions have been added relating to the impact of governors/proprietors on pupils’ achievement and personal development.

As so few schools have registered EYFS settings, the EYFS section of the SEF has been removed and is now produced as a stand-alone document.

PART 1 for Regulatory Compliance and Focused Compliance Inspections

For each Regulation and Standard, answer 'Yes' or 'No' on the basis of whether the school fully meets the requirements. For certain Regulations and Standards, and depending on the age range of the school, a response of 'N/A' may be appropriate. Under each section, provide brief explanatory comments only where needed to help the team to understand the nature and circumstances of the school, and its compliance. In addition, please indicate the member of staff responsible for the matters dealt with under each section of the form. This will enable the inspection team to know who to contact if further clarification is needed.

Part 1 Quality of education provided (curriculum)

| | | | |
|---|------------|----|-----|
| 2(1) The standard in this paragraph is met if— | | | |
| (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively ; and | <u>Yes</u> | No | |
| (b) the written policy, plans and schemes of work— | <u>Yes</u> | No | |
| (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and | <u>Yes</u> | No | |
| (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. | <u>Yes</u> | No | |
| 2(2) For the purposes of paragraph (2)(1)(a), the matters are— | | | |
| (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; | <u>Yes</u> | No | |
| (b) that pupils acquire speaking, listening, literacy and numeracy skills; | <u>Yes</u> | No | |
| (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country; | <u>Yes</u> | No | N/A |
| (d) personal, social, health and economic education which— | | | |
| (i) reflects the school's aim and ethos; and | <u>Yes</u> | No | |
| (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a); | <u>Yes</u> | No | |
| (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— | | | |
| (i) is presented in an impartial manner; | <u>Yes</u> | No | N/A |
| (ii) enables them to make informed choices about a broad range of career options; and | <u>Yes</u> | No | N/A |
| (iii) helps to encourage them to fulfil their potential; | <u>Yes</u> | No | N/A |
| (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills; | <u>Yes</u> | No | N/A |

| | | | |
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| (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; | <u>Yes</u> | No | N/A |
| (h) that all pupils have the opportunity to learn and make progress; and | <u>Yes</u> | No | |
| (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. | <u>Yes</u> | No | |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

OLLIE BARBER

Part 1 Quality of education provided (teaching)

| | | | |
|-----|---|------------|----|
| 3 | The standard in this paragraph is met if the proprietor ensures that the teaching at the school— | | |
| (a) | enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; | <u>Yes</u> | No |
| (b) | fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves; | <u>Yes</u> | No |
| (c) | involves well-planned lessons and effective teaching methods, activities and management of class time; | <u>Yes</u> | No |
| (d) | shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; | <u>Yes</u> | No |
| (e) | demonstrates good knowledge and understanding of the subject matter being taught; | <u>Yes</u> | No |
| (f) | utilises effectively classroom resources of a good quality, quantity and range; | <u>Yes</u> | No |
| (g) | demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; | <u>Yes</u> | No |
| (h) | utilises effective strategies for managing behaviour and encouraging pupils to act responsibly; | <u>Yes</u> | No |
| (i) | does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; | <u>Yes</u> | No |
| (j) | does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. | <u>Yes</u> | No |
| 4 | The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place. | <u>Yes</u> | No |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

OLLIE BARBER

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

| | | | |
|-------|---|------------|----|
| 5 | The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor— | | |
| (a) | actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; | <u>Yes</u> | No |
| (b) | ensures that principles are actively promoted which— | | |
| (i) | enable pupils to develop their self-knowledge, self-esteem and self-confidence; | <u>Yes</u> | No |
| (ii) | enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; | <u>Yes</u> | No |
| (iii) | encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; | <u>Yes</u> | No |
| (iv) | enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; | <u>Yes</u> | No |
| (v) | further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; | <u>Yes</u> | No |
| (vi) | encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and | <u>Yes</u> | No |
| (vii) | encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England; | <u>Yes</u> | No |
| (c) | precludes the promotion of partisan political views in the teaching of any subject in the school; and | <u>Yes</u> | No |
| (d) | takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— | | |
| (i) | while they are in attendance at the school; | | |
| (ii) | while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or | <u>Yes</u> | No |
| (iii) | in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views. | | |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

REBECCA SWINGLE-PUTLAND

Part 3 Welfare, health and safety of pupils

| | | | | |
|----|--|------------|----|-----|
| 7 | The standard in this paragraph is met if the proprietor ensures that— | | | |
| | (a) arrangements are made to safeguard and promote the welfare of pupils at the school; and | <u>Yes</u> | No | |
| | (b) such arrangements have regard to any guidance issued by the Secretary of State. | <u>Yes</u> | No | |
| | <i>PREVENT</i> : The school has a clear approach to the Prevent strategy | <u>Yes</u> | No | |
| 8 | Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that— | | | |
| | (a) arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and <i>NOTE for legal reasons failure of NMS 11 triggers a failure of this ISSR 8(a) (as a minimum), and customarily of 7(a) and (b) and 8(a) and (b).</i> | <u>Yes</u> | No | N/A |
| | (b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges. <i>NOTE for legal reasons failure of any NMS (except NMS 5.11 and 14.1) triggers a failure of this ISSR 8(b)(as a minimum).</i> | <u>Yes</u> | No | N/A |
| * | <i>Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school.</i> | | | |
| 9 | The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that – | | | |
| | (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour; | <u>Yes</u> | No | |
| | (b) the policy is implemented effectively; and | <u>Yes</u> | No | |
| | (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour. | <u>Yes</u> | No | |
| 10 | The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. | <u>Yes</u> | No | |
| 11 | The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. | <u>Yes</u> | No | |
| 12 | The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. | <u>Yes</u> | No | |
| 13 | The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective | <u>Yes</u> | No | |

| | | | |
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| | implementation of a written first aid policy. | | |
| 14 | The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff. | <u>Yes</u> | No |
| 15 | The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. | <u>Yes</u> | No |
| 16 | The standard in this paragraph is met if the proprietor ensures that- | | |
| | (a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and | <u>Yes</u> | No |
| | (b) appropriate action is taken to reduce risks that are identified. | <u>Yes</u> | No |

Other legislation

| | | |
|---|------------|----|
| Does the school fulfil its duties under Schedule 10 of the Equality Act 2010? | <u>Yes</u> | No |
| Does the school reject the use of corporal punishment? | <u>Yes</u> | No |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

REBECCA SWINGLE-PUTLAND, ELODIE VALLANTINE

Part 4 Suitability of staff, supply staff and proprietors

| | | | |
|-------|---|------------|----|
| 17. | The standards about the suitability of staff*, supply staff and proprietors are contained in this part. | | |
| | *Interpretation Staff means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer. | | |
| 18(1) | The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff. | <u>Yes</u> | No |
| 18(2) | The standard in this paragraph is met if— | | |
| | (a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; | <u>Yes</u> | No |
| | (b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; | <u>Yes</u> | No |
| | (c) the proprietor carries out appropriate checks to confirm in respect of each such | | |

| | | | |
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| person— | | | |
| (i) the person's identity ; | <u>Yes</u> | No | |
| (ii) the person's medical fitness ; | <u>Yes</u> | No | |
| (iii) the person's right to work in the United Kingdom; and | <u>Yes</u> | No | |
| (iv) where appropriate, the person's qualifications ; | <u>Yes</u> | No | |
| (d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment; | <u>Yes</u> | No | |
| (e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and | <u>Yes</u> | No | N/A |
| (f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed. <i>NOTE – for legal reasons, a failure of NMS 14.1 in relation to staff triggers a failure of this ISSR 18(2)(f)(as a minimum). For boarding supply staff, see below under ISSR 19(2)(e). Failures of NMS 14.2 to 14.6 will trigger failure of ISSR 8(b) (as a minimum).</i> | <u>Yes</u> | No | N/A |
| 18(3)The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment. | <u>Yes</u> | No | |
| 18(4)The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ('M') has worked in— | | | |
| (a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons; | | | |
| (b) a maintained school in England in a position to which M was appointed on or after 12 th May 2006 and which did not bring M regularly into contact with children or young persons; or | | | |
| (c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons, during a period which ended not more than three months before M's appointment. | | | |
| 19 (1) This paragraph relates to the suitability of supply staff at the school. | | | |
| 19(2)The standard in this paragraph is met if— | | | |
| (a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received – | <u>Yes</u> | No | N/A |
| (i) written notification from the employment business in relation to that person— | | | |

| | | | |
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| (aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person; | <u>Yes</u> | No | N/A |
| (bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and | <u>Yes</u> | No | N/A |
| (cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and | <u>Yes</u> | No | N/A |
| (ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school; | <u>Yes</u> | No | N/A |
| (b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied; | <u>Yes</u> | No | N/A |
| (c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply); | <u>Yes</u> | No | N/A |
| (d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide— | | | |
| (i) the notification referred to in paragraph (a)(i); and | <u>Yes</u> | No | N/A |
| (ii) a copy of any enhanced criminal record certificate which the employment business obtains, | <u>Yes</u> | No | N/A |
| in respect of any person whom the employment business supplies to the school; and | <u>Yes</u> | No | N/A |
| (e) except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 14 of the National Minimum Standards for Boarding Schools or where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools are complied with. <i>NOTE – for legal reasons, a failure of NMS 14.1 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum).</i> | <u>Yes</u> | No | N/A |
| 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school. | <u>Yes</u> | No | N/A |
| 19(4) This sub-paragraph applies to a person ('P') who has worked in— | | | |
| (a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons; | <u>Yes</u> | No | N/A |
| (b) a maintained school in England in a position to which P was appointed on or after 12 May 2006 and which did not bring P regularly into contact with children or young persons; or | <u>Yes</u> | No | N/A |
| (c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons, during a period which ended not more than three months before P is due to begin work at the school. | <u>Yes</u> | No | N/A |

| | | | | |
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| 20(1)The standard in this paragraph relates to the suitability of the proprietor of the school. | | | | |
| 20(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual . | | | | |
| 20(3)The standard in this paragraph is met if – | | | | |
| (a) the individual– | | | | |
| (i) | is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | <u>Yes</u> | No | N/A |
| (ii) | does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and | <u>Yes</u> | No | N/A |
| (b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor— | | Not applicable: DfE use only. However, if a school has not notified DfE of a new proprietor or chair of governors, ISI Office should be so informed and a check made with DfE. | | |
| (i) | where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act; | | | |
| (ii) | checks confirming the individual's identity and their right to work in the United Kingdom; and | | | |
| (iii) | in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual. | | | |
| 20(4)Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate. | | | | |
| 20(5)The standard in this paragraph is met in relation to an individual who is the chair of the school if— | | | | |
| (a) the individual– | | | | |
| (i) | is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | <u>Yes</u> | No | N/A |
| (ii) | does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and | <u>Yes</u> | No | N/A |
| (b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual— | | Not applicable: DfE use only, as | | |

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| (i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act; | above. | | | | | |
| (ii) checks confirming the individual's identity and their right to work in the United Kingdom; and | | | | | | |
| (iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual. | | | | | | |
| 20(6)The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register, if— | | | | | | |
| (a) MB— | | | | | | |
| (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | <u>Yes</u> | No | N/A | | | |
| (ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; | <u>Yes</u> | No | N/A | | | |
| (b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB— | | | | | | |
| (i) where relevant to the individual, an enhanced criminal record check ; | <u>Yes</u> | No | N/A | | | |
| (ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and | <u>Yes</u> | No | N/A | | | |
| (iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and | <u>Yes</u> | No | N/A | | | |
| (c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made. | Not applicable: DfE use only. | | | | | |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

| |
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| |
| Indicate the name of the member of staff responsible for matters dealt with in this section of the form. |
| CLAIRE MANSELL |

Paragraph 21 Single Central Register of Appointments

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|--|------------|----|-----|
| 21(1)The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. | | | |
| 21(2)The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form. | <u>Yes</u> | No | |
| 21(3)The information referred to in this sub-paragraph is— | | | |
| (a) in relation to each member of staff ('S') appointed on or after 1 st May 2007, whether— | | | |
| (i) S's identity was checked; | <u>Yes</u> | No | N/A |
| (ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act; | <u>Yes</u> | No | N/A |
| (iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; | <u>Yes</u> | No | N/A |
| (iv) checks were made to ensure, where appropriate, that S had the relevant qualifications; | <u>Yes</u> | No | N/A |
| (v) an enhanced criminal record certificate was obtained in respect of S; | <u>Yes</u> | No | N/A |
| (vi) checks were made pursuant to paragraph 18(2)(d); | <u>Yes</u> | No | N/A |
| (vii) a check of S's right to work in the United Kingdom was made; and | <u>Yes</u> | No | N/A |
| (viii) checks were made pursuant to paragraph 18(2)(e), | <u>Yes</u> | No | N/A |
| including the date on which each such check was completed or the certificate obtained; and | <u>Yes</u> | No | N/A |
| (b) in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed. | <u>Yes</u> | No | N/A |
| 21(4)The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 st August 2007 who was appointed at any time before 1st May 2007 , whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained. | <u>Yes</u> | No | N/A |
| 21(5)The information referred to in this sub-paragraph is, in relation to supply staff— | | | |
| (a) whether written notification has been received from the employment business that— | | | |
| (i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and | <u>Yes</u> | No | N/A |

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| (ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check, | <u>Yes</u> | No | N/A |
| together with the date the written notification that each such check was made, or certificate obtained, was received; | <u>Yes</u> | No | N/A |
| (b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and | <u>Yes</u> | No | N/A |
| (c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school. | <u>Yes</u> | No | N/A |
| 21(6)The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007 , whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained. | <u>Yes</u> | No | N/A |
| 21(7)The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1 st August 2007 who was appointed at any time before 1st May 2007 — | | | |
| (a) whether each check referred to in sub-paragraph (6) was made; and | <u>Yes</u> | No | N/A |
| (b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained. | <u>Yes</u> | No | N/A |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

CLAIRE MANSELL

Part 5 Premises and accommodation

| | | | |
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| 22. The standards about the premises of and accommodation at the school are those contained in this Part. | | | |
| 23(1)Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that— | | | |
| (a) suitable toilet and washing facilities are provided for the sole use of pupils; | <u>Yes</u> | No | |
| (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and | <u>Yes</u> | No | N/A |
| (c) 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. | <u>Yes</u> | No | N/A |
| 23(2)Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled. | | | |
| 24(1)The standard in this paragraph is met if the proprietor ensures that suitable | | | |

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| accommodation is provided in order to cater for the medical and therapy needs of pupils, including— | | | | |
| (a) | accommodation for the medical examination and treatment of pupils; | <u>Yes</u> | No | |
| (b) | accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and | <u>Yes</u> | No | |
| (c) | where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs. | <u>Yes</u> | No | N/A |
| 24(2)The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b). | | | | |
| 24(3)For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements. | | | | |
| 25 | The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. | <u>Yes</u> | No | |
| 26 | The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein. | <u>Yes</u> | No | |
| 27 | The standard in this paragraph is met if the proprietor ensures that— | | | |
| (a) | the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and | <u>Yes</u> | No | |
| (b) | external lighting is provided in order to ensure that people can safely enter and leave the school premises. | <u>Yes</u> | No | |
| 28(1)The standard in this paragraph is met if the proprietor ensures that— | | | | |
| (a) | suitable drinking water facilities are provided; | <u>Yes</u> | No | |
| (b) | toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water; | <u>Yes</u> | No | |
| (c) | cold water supplies that are suitable for drinking are clearly marked as such; and | <u>Yes</u> | No | |
| (d) | the temperature of hot water at the point of use does not pose a scalding risk to users. | <u>Yes</u> | No | |
| 28(2)The facilities provided under sub-paragraph (1)(a) will be suitable only if— | | | | |
| (a) | they are readily accessible at all times when the premises are in use; and | <u>Yes</u> | No | |
| (b) | they are in a separate area from the toilet facilities. | <u>Yes</u> | No | |
| 29(1)The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable— | | | | |
| (a) | physical education to be provided to pupils in accordance with the school curriculum; and | <u>Yes</u> | No | |
| (b) | pupils to play outside. | <u>Yes</u> | No | |
| 30 | The standard in this paragraph is met if the proprietor ensures that, where the school | <u>Yes</u> | No | N/A |

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| provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools. | | | |
| 31 For the purposes of this Part – | | | |
| (a) ‘physical education’ includes the playing of games; | | | |
| (b) any requirement that anything provided under this Part must be ‘suitable’ means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and | | | |
| (c) a pupil has ‘special requirements’ if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special school. | | | |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

PAUL GRAHAM, JANE STUTTER

Part 6 – Provision of information

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| 32(1)The standard about the provision of information by the school is met if the proprietor ensures that— | | | |
| (a) the information specified in sub-paragraph (2) is provided* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate; | <u>Yes</u> | No | |
| (b) the information specified in sub-paragraph (3) is made available* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate; | <u>Yes</u> | No | |
| (c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request; | <u>Yes</u> | No | |
| (d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection; | <u>Yes</u> | No | |
| (e) following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each boarder; | <u>Yes</u> | No | N/A |
| (f) an annual written report of each registered pupil’s progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise; | <u>Yes</u> | No | |
| (g) any information reasonably requested in connection with an inspection under | <u>Yes</u> | No | |

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| section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers; | | | |
| (h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; | <u>Yes</u> | No | N/A |
| (i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority. | <u>Yes</u> | No | N/A |
| (j) particulars of any actions specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents. | <u>Yes</u> | No | N/A |
| 32(2)The information specified in this sub-paragraph is— | | | |
| (a) the school's address and telephone number and the name of the head teacher; | <u>Yes</u> | No | |
| (b) either— | | | |
| (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or | <u>Yes</u> | No | N/A |
| (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office; | <u>Yes</u> | No | N/A |
| (c) where there is a governing body, the name and address for correspondence of its Chair; and | <u>Yes</u> | No | N/A |
| (d) a statement of the school's ethos (including any religious ethos) and aims. | <u>Yes</u> | No | |
| 32(3)The information specified in this sub-paragraph is— | | | |
| (a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions; | <u>Yes</u> | No | |
| (b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language; | <u>Yes</u> | No | N/A |
| (c) particulars of the policy referred to in paragraph 2; | <u>Yes</u> | No | |
| (d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13; | <u>Yes</u> | No | |
| (e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; | <u>Yes</u> | No | |
| (f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and | <u>Yes</u> | No | |
| (g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act. | <u>Yes</u> | No | |
| 32(4)The action specified in this sub-paragraph is – | | | |
| (a) any decision by the Secretary of State to remove the school from the register | <u>Yes</u> | No | N/A |

| | | | |
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| under sections 100, 105, 112, 116, 119 or 123 of the 2008 Act; | | | |
| (b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; | <u>Yes</u> | No | N/A |
| (c) any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register. | <u>Yes</u> | No | N/A |
| 32(5) For the purposes of sub-paragraph (4)(b), 'relevant restriction' has the meaning given in section 117(1) of the 2008 Act. | | | |

***Interpretation**

In these Regulations, where an element of a standard is information or a document being **provided** to a person, that element of the standard is met—

- (a) where the person has provided the school with a valid electronic mail address, by sending to that address -
- (i) the information or a copy of the document in electronic form; or
 - (ii) the address for an internet website where the information or a copy of the document can be downloaded by the person, in which case the information or copy of the document must be available for inspection by the person on the school's premises during the school day; or
- (b) by sending or giving the information or a copy of the document to the person.

In these Regulations, where an element of a standard is information or a document being **made available**, that element of the standard is met—

- (a) in a case where the school has an internet website, if—
- (i) the information or a copy of the document is—
 - (aa) available on the website in a form accessible to parents of pupils and parents of prospective pupils, and
 - (bb) available for inspection on the school's premises during the school day, and
 - (ii) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are aware that the information or a copy of the document is available and the form in which it is available; and
- (b) in a case where the school has an internet website but the information or a copy of the document is not available on the website, or where the school does not have an internet website, if—
- (i) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are made aware that they may request the information or a copy of the document; and
 - (ii) the information or a copy of the document is sent or given to such parents free of charge, in response to a request.

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

STEVE CRUM

Part 7 – Manner in which complaints are to be handled

33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively

| | | |
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| implemented which deals with the handling of complaints from parents of pupils and which— | | |
| (a) is in writing; | <u>Yes</u> | No |
| (b) is made available to parents of pupils; | <u>Yes</u> | No |
| (c) sets out clear time scales for the management of a complaint; | <u>Yes</u> | No |
| (d) allows for a complaint to be made and considered initially on an informal basis; | <u>Yes</u> | No |
| (e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing; | <u>Yes</u> | No |
| (f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint; | <u>Yes</u> | No |
| (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school; | <u>Yes</u> | No |
| (h) allows for a parent to attend and be accompanied at a panel hearing if they wish; | <u>Yes</u> | No |
| (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is— | <u>Yes</u> | No |
| (i) provided to the complainant and, where relevant, the person complained about; and | <u>Yes</u> | No |
| (ii) available for inspection on the school premises by the proprietor and the headteacher; | <u>Yes</u> | No |
| (j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and – | <u>Yes</u> | No |
| (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and | <u>Yes</u> | No |
| (ii) action taken by the school as a result of these complaints (regardless of whether they are upheld); and | <u>Yes</u> | No |
| (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them. | <u>Yes</u> | No |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

STEVE CRUM

Part 8 – Quality of leadership in and management of schools

34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—

| | | |
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| (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; | <u>Yes</u> | No |
| (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and | <u>Yes</u> | No |
| (c) actively promote the well-being of pupils. | <u>Yes</u> | No |
| 34(2) For the purposes of paragraph (1)(c) 'well-being' means well-being within the meaning of section 10(2) of the Children Act 2004(a). | | |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

ELODIE VALLANTINE

Briefly indicate the process by which the proprietors/governing body satisfy themselves that Regulations and Standards are met, especially those for safeguarding, health and safety, safe recruitment, and boarding provision.

Governors' meetings, Governors' sub-committee meetings, Governors' monitoring visits, scrutiny of Central Register, tours of school and boarding, meetings with Student Council

National Minimum Standards for Boarding Schools (NMS)

Standard 1 – Statement of Boarding Principles and Practice

Failure of this NMS triggers a failing of ISSR 8(b)

| | | |
|--|------------|----|
| 1.1 A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice. | <u>Yes</u> | No |
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Standard 2 – Boarders' Induction and Support

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | |
|--|------------|----|
| 2.1. There is an appropriate process of induction and guidance for new boarders. | <u>Yes</u> | No |
| 2.2. Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem. | <u>Yes</u> | No |
| 2.3. The school identifies at least one person other than a parent, outside the staff and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Office of the Children's Commissioner, to contact in case of problems or distress. | <u>Yes</u> | No |

Standard 3 – Boarders' Health and Well-being

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRs 13(first aid) and 24(medical accommodation) as appropriate.

| | | |
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| 3.1. The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing, of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies. <i>In addition to ISSR 8(b), reported under ISSR 13(first aid), as appropriate.</i> | <u>Yes</u> | No |
| 3.2. Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary. <i>In addition to ISSR 8(b), reported under ISSR 24 (medical accommodation), as appropriate.</i> | <u>Yes</u> | No |
| 3.3. In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. | <u>Yes</u> | No |
| 3.4. All medication is securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarder to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so. | <u>Yes</u> | No |
| 3.5. The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be 'Gillick Competent' to give or withhold consent for his/her own treatment. | <u>Yes</u> | No |

Standard 4 – Contact with Parents/Carers***Failure of this NMS triggers a failing of ISSR 8(b)***

| | | |
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| 4.1 Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. | <u>Yes</u> | No |
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Standard 5 – Boarding Accommodation***Failure of any part of this NMS triggers a failing of ISSR 30***

| | | |
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| 5.1. Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where pupils are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. | <u>Yes</u> | No |
| 5.2. Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. | | |
| 5.3. Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders. | <u>Yes</u> | No |
| 5.4. Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. | <u>Yes</u> | No |
| 5.5. Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm. | <u>Yes</u> | No |
| 5.6. Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish. | <u>Yes</u> | No |
| 5.7. Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils. | <u>Yes</u> | No |
| 5.8. Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. | <u>Yes</u> | No |

Standard 6 – Safety of Boarders***Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSR 11(health and safety), 16 (risk assessment) and 25 (premises), as appropriate.***

| | | |
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| 6.1. The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy. <i>See DfE : Health and safety : Advice for Schools</i> <i>In addition to ISSR 8(b), reported under ISSRs 11(health and safety), 16 (risk assessment)</i> | <u>Yes</u> | No |
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| <i>as appropriate</i> | | |
| 6.2. The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. <i>In addition to ISSR 8(b), reported under ISSR 25 (premises).</i> | <u>Yes</u> | No |
| 6.3 The school ensures that the welfare of pupils at the school is safeguarded and promoted by drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. <i>In addition to ISSR 8(b), reported under ISSR 16 (risk assessment)</i> | <u>Yes</u> | No |

Standard 7 – Fire Precautions and Drills

Failure of either part of this NMS triggers a failing of ISSR 8(b). Reported also under ISSR 12(fire safety).

| | | |
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| 7.1. The school complies with the Regulatory Reform (Fire Safety) Order 2005. <i>In addition to ISSR 8(b), reported under ISSR 12</i> | <u>Yes</u> | No |
| 7.2. In addition, fire drills are regularly (at least once per term) carried out in ‘boarding time’. | <u>Yes</u> | No |

Standard 8 – Provision and Preparation of Food and Drinks

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | |
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| 8.1. All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety. | <u>Yes</u> | No |
| 8.2. Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders’ main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation. | <u>Yes</u> | No |
| 8.3. In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders’ individual needs in this respect | <u>Yes</u> | No |
| 8.4 Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice. | <u>Yes</u> | No |

Standard 9 – Boarders’ Possessions

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | |
|--|------------|----|
| 9.1. Adequate laundry provision is made for boarders’ clothing and bedding. Boarders’ clothing is satisfactorily stored and issued to the right boarder following laundering. | <u>Yes</u> | No |
| 9.2. Boarders are able to obtain necessary personal and stationery items while accommodated at school. | <u>Yes</u> | No |
| 9.3. Reasonable protection is provided for boarders’ personal possessions and for any boarders’ money or valuables looked after by the school. | <u>Yes</u> | No |
| 9.4 Any search of boarders’ personal belongings should be carried out in accordance with Section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. <i>See DfE: Searching, screening and confiscation: Advice for headteachers, school staff</i> | <u>Yes</u> | No |

| | | |
|------------------------------|--|--|
| <i>and governing bodies.</i> | | |
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Standard 10 – Activities and Free Time

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | | |
|--|------------|----|-----|
| 10.1. There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm. | <u>Yes</u> | No | |
| 10.2. Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. | <u>Yes</u> | No | |
| 10.3. Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare. | <u>Yes</u> | No | N/A |
| 10.4. Boarders have access to information about events in the world outside the school, and access to local facilities which is appropriate to their age. | <u>Yes</u> | No | |

Standard 11 – Child Protection

Failure of this NMS triggers also a failing of ISSR 7(a) and (b), and 8(a) and (b).

| | | |
|---|------------|----|
| 11. The school ensures that: <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State. <i>NB DfE Guidance Keeping Children Safe in Education and Working Together to Safeguard Children.</i> | <u>Yes</u> | No |
|---|------------|----|

Standard 12 – Promoting Positive Behaviour and Relationships

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRS 9(behaviour) and 10(bullying), as appropriate.

| | | |
|--|------------|----|
| 12.1. The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes: <ul style="list-style-type: none"> • measures to combat bullying, including cyberbullying, and to promote positive behaviour; • school rules; • disciplinary sanctions; • when restraint, including reasonable force, is to be used and how this will be recorded and managed; and • arrangements for searching pupils and their possessions. | <u>Yes</u> | No |
| 12.2. The policy complies with relevant legislation and has regard to guidance, and is understood by staff and pupils. <i>NB DfE Guidance Behaviour and attendance.</i> | <u>Yes</u> | No |

Standard 13 – Management and Development of Boarding

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRs 34(leadership and management), as appropriate.

| | | |
|---|------------|----|
| 13.1 The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. | <u>Yes</u> | No |
| 13.2. There is clear management and leadership of the practice and development of boarding in the school, and effective links are made between academic and residential staff. | <u>Yes</u> | No |
| 13.3 The school's leadership and management demonstrate good skills and knowledge appropriate to their role. <i>In addition to ISSR 8(b), reported under ISSR 34 (leadership and management)</i> | <u>Yes</u> | No |
| 13.4 The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. <i>In addition to ISSR 8(b), reported under ISSR 34 (leadership and management)</i> | <u>Yes</u> | No |
| 13.5 The school's leadership and management and governance actively promote the wellbeing of pupils. <i>In addition to ISSR 8(b), reported under ISSR 34 (leadership and management)</i> | <u>Yes</u> | No |
| 13.6 Senior boarding staff have an adequate level of experience and/or training | <u>Yes</u> | No |
| 13.7 The school follows and maintains the policies and documents described in Appendix 1 | <u>Yes</u> | No |
| 13.8. The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate. | <u>Yes</u> | No |
| 13.9 The issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate | <u>Yes</u> | No |

Standard 14 – Staff Recruitment and Checks on Other Adults

Failure of NMS 14.1 triggers a failing of ISSR 18(2)(f) (staff) and/or 19(2)(e) (supply staff).

Failure of NMS 14.2 to 14.6 triggers a failing of ISSR 8(b)

| | | | |
|--|------------|----|-----|
| 14.1. Schools operate safe recruitment and adopt recruitment procedures in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State <i>NB DfE Guidance Keeping Children Safe in Education and Working Together to Safeguard Children Reported also under ISSRs 18(2)(f)(staff) and 19(2)(e)(supply staff), and 20 (proprietors) and 21 (SCR) where appropriate</i> | <u>Yes</u> | No | |
| 14.2. For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, an enhanced certificate with a barred list information must be obtained from the Disclosure and Barring Service (DBS) | <u>Yes</u> | No | N/A |
| 14.3. There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an | <u>Yes</u> | No | N/A |

| | | | |
|---|------------|----|-----|
| unrelated designated senior member of staff if they are charged with, or convicted of, any offence. | | | |
| 14.4. All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. | <u>Yes</u> | No | |
| 14.5. The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians. | <u>Yes</u> | No | N/A |
| 14.6. Any guardians appointed by the school are subject to the same recruitment checks as staff, and their care of pupils is monitored. | <u>Yes</u> | No | N/A |

Standard 15 – Staffing and Supervision

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | | |
|--|------------|----|-----|
| 15.1. Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. | <u>Yes</u> | No | |
| 15.2. Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear. | <u>Yes</u> | No | N/A |
| 15.3. The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved. | <u>Yes</u> | No | |
| 15.4. Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. | <u>Yes</u> | No | |
| 15.5. Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. | <u>Yes</u> | No | |
| 15.6. Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate. | <u>Yes</u> | No | |
| 15.7. There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. | <u>Yes</u> | No | |
| 15.8. Boarders have a satisfactory means of contacting a member of staff in each house at night. | <u>Yes</u> | No | |
| 15.9. Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils. | <u>Yes</u> | No | |
| 15.10. Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders. | <u>Yes</u> | No | |

Standard 16 – Equal Opportunities

Failure of this NMS triggers a failing of ISSR 8(b). See also “Other legislation”, Equality Act 2010, Sched 10.3 (accessibility plan).

| | | |
|---|------------|----|
| 16.1 Boarders are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010, or because of their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs. | <u>Yes</u> | No |
|---|------------|----|

Standard 17 – Securing Boarders’ Views

Failure of this NMS triggers a failing of ISSR 8(b)

| | | |
|--|------------|----|
| 17.1 Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Pupils are not penalised for raising a concern or making a complaint in good faith. | <u>Yes</u> | No |
|--|------------|----|

Standard 18 – Complaints

Failure of either part of this NMS triggers a failing of ISSR 8(b) and NMS 18.1 is also reported under ISSR 33 (complaints)

| | | |
|---|------------|----|
| 18.1 The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant regulatory standards. <i>In addition to ISSR 8(b), reported under ISSR 33(complaints).</i> | <u>Yes</u> | No |
| 18.2 The school’s written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). | <u>Yes</u> | No |

Standard 19 – Prefects

Failure of this NMS triggers a failing of ISSR 8(b)

| | | | |
|--|------------|----|-----|
| 19.1. Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role. | <u>Yes</u> | No | N/A |
|--|------------|----|-----|

Standard 20 – Lodgings (Long-stay)

Failure of any part of this NMS triggers a failing of ISSR 8(b)

| | | | |
|--|-----|----|------------|
| 20.1. Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly. | Yes | No | <u>N/A</u> |
| 20.2. It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school or by parents themselves. | Yes | No | <u>N/A</u> |
| 20.3 Schools alert the local authority to any arrangements made by the school that may constitute private fostering. | Yes | No | <u>N/A</u> |
| 20.4. Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school. | Yes | No | <u>N/A</u> |

| | | | |
|---|-----|----|------------|
| 20.5. The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there. The school can demonstrate that members of the host family aged over 16 are subject to a DBS check at the standard level, with a satisfactory outcome known before any pupil is placed. | Yes | No | <u>N/A</u> |
| 20.6. The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly as advised by the Local Safeguarding Children Board, and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy. | Yes | No | <u>N/A</u> |
| 20.7. The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf. | Yes | No | <u>N/A</u> |
| 20.8. The school provides satisfactory written guidance to host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils. | Yes | No | <u>N/A</u> |
| 20.9. At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints. | Yes | No | <u>N/A</u> |

In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

JOANN TALKINGTON, REBECCA SWINGLE-PUTLAND

PART 2 for Educational Quality Inspections

The evaluation scale

The report grades the pupils’ achievements and personal development according to the following scales.

| |
|--|
| Main school (and EYFS settings not needing registration) The grades relate to headline judgements only. In practice, the body of the report often uses more flexible epithets. |
| Excellent |
| Good |
| Sound |
| Unsatisfactory |

Notes on self-evaluation

These parts of the form are designed to help the school and inspection to focus upon the most relevant and important issues. The school may have a variety of methods for performance review and management **but the emphasis in this document should be solely on outcomes for pupils:**

- (i) through its own formal self-evaluation of or monitoring programme for pupils’ achievement and personal development;
- (ii) as part of any appraisal arrangements where outcomes for pupils are a focus;
- (iii) built into the cycle of development planning;
- (iv) using the ISI form.

The school or head may operate informally, by senior managers being ‘in touch’ with what is going on and with the quality of outcomes for pupils. ISI has no requirements about the methods the school uses to promote pupils’ achievement and personal development; the inspection focuses on the distinctive character of each school. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development related to outcomes for pupils.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas related to pupil outcomes you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for this self-evaluation are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils’ work, assessment records, pastoral records, sanctions and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Educational Quality Inspection Grade Descriptors* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

The Characteristics of the Main School

Which of its aims does the school fulfil best?

- **HAPPY:** To provide a happy, safe and supportive community based on Christian values in which all girls can strive for excellence.
- **CONFIDENT:** To enable girls to confidently discover their true potential and to work towards their full development.
- **ENGAGE:** To provide girls with an engaging academic environment in which they develop intellectual curiosity, independence of mind and the ability to take responsibility for their own learning.
- **CREATIVE & INDEPENDENT:** To provide a wide range of opportunities beyond the classroom so that girls can discover individual passions and develop a range of characteristics such as resilience, initiative, creativity, perseverance, self-confidence and the ability to work in a team.
- **COMPASSIONATE:** To provide girls with opportunities to develop an understanding of democracy, the rule of the law, individual liberty as well as a sense of social responsibility, integrity, compassion, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith in line with British values.
- **CURIOUS:** To develop their intellectual curiosity, passions and rigour as a foundation for a lifelong love of learning.

The Happy, Confident, Engage and Creative & Independent aims are best fulfilled due to the established pastoral care program, rich academic curriculum and extensive activity program.

Which of its aims does the school fulfil least well, and what steps are you taking to improve?

Integration of boarders and day students is still being worked on. The steps to improve this are that we have integrated seating plans, CPD on EAL, integrated trips and excursions as well as integration events within both the Pyramid (House) system and organised by the House Boarding Parents.

What evidence do you use to ascertain the fulfilment of the school’s aims?

Lesson observations by the HOFs and HODS each term, weekly learning walks by SLT, work scrutinies every half term by HOFs and SLT, annual surveys (students, parents, staff), leavers’ profiles, tracking tools used by HOSs, pupil interviews each year, Pyramid (House) events attended by all staff, weekly assemblies, and weekly personal tutor meetings for each student.

What have been the main improvements since the last inspection?

Date of inspection: March 2017 (non-compliant, subsequent suspension of CAS) with targets below, re-inspection on 29 June 2017 School is compliant

Targets from the last inspections addressed:

FCI

1. The school must ensure that all recruitment checks including checks against the lists of those barred from working with children, prohibited from teaching and prohibited from management, and references, are completed before staff commence employment at the school.
2. Where an individual is allowed to start work in regulated activity before a DBS certificate has been seen, appropriate supervision must be arranged and all other checks including a separate barred list check must have been completed.
3. Ensure that all the required recruitment checks on staff are carried out and correctly recorded where relevant before each person starts working at the school, including identity of staff, medical fitness, qualifications and appropriate checks on those who have lived outside the United Kingdom, including boarding staff.
4. The school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are met consistently and the well-being of pupils is actively promoted. School has now joined a family of schools.

This is what we have done to meet the targets:

1. Review of SCR template
2. Review of HR processes
3. Principal and DSL regular monitoring of SCR
4. Review of Leadership and Management, management training received from management consultants

EYFS

1. Increase opportunities for children to further develop their gross motor skills through indoor and outdoor physical activity

This is what we have done to meet the targets:

1. Daily opportunities within timetable to develop gross motor skills, training given to staff on use of balance bikes and a session has been added to timetable, wider range of equipment added to indoor/outdoor areas targeting gross motor skills, monitoring of provision by Head of Nursery and Head of Juniors.

EQI

1. Ensure that the marking policy is consistently applied across all subjects and ages to provide helpful comments to guide improvement
2. Ensure sufficient challenge for all pupils and increase the opportunities to develop understanding through practical work
3. Enable pupils’ further development of their ICT skills by increasing the formal opportunities for all pupils to use a range of ICT across the curriculum
4. Structure the careers guidance provided to senior school pupils more effectively to enhance their decision making

This is what we have done to meet the targets:

1. Training has taken place on marking along with department and HOD meetings on marking, work scrutinies taken place focussing on marking
2. Summer Scholars Project is ongoing. Science practical work is being reviewed by an external consultant
3. ICT is now delivered to all year groups within Junior and prep
4. Independent careers consultant provided 1-2-1 consultations with all Year 11 students. Work experience is now embedded in provision.

Leadership

School joined a family of schools

The Quality of Pupils’ Academic and Other Achievements

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

Comment briefly on the overall quality of academic achievement (detailed test and examination results will have been received separately, if the school uses these). **Include judgements on the performance of different groups (for example, according to year/stage, ability, gender, ethnicity, learning needs and first language).**

Girls make good progress academically at Moira House school. Those who remain at Moira house for more than one year make excellent progress.

Students make excellent progress regardless of ethnicity, first language or learning needs.

How do you measure and track the progress of different pupil groups (e.g. boys/girls, SEND, EAL, the most able)?

We are a non-selective school and have students who join below the expected starting point. Each section of the school has a Head of Section who is responsible for the academic progress of girls in their area. They meet fortnightly with the Head of Teaching and Learning (HoTL) to discuss each pupil within the school, and their academic progress. This is tracked on a tracking tool held on our central server and accessible to all staff. The impact of this is that there is close monitoring of all students leading to curriculum adjustment, SEND and EAL support as required, challenge for the most able and a tailored curriculum. For example, Nursery and Reception use Tapestry to assess and track progress.

Students with EAL and SEND are additionally tracked through meetings with Lead TA and EAL teachers.

Scholars are tracked additionally through meetings with Head of Scholars and HoTL.

Briefly note pupils’ significant achievements in areas other than academic subjects. Include extra-curricular and sporting successes, external awards and competitions. In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).

Students have a specialised personal tutor

Year 1- two students are involved with Zoe Pennington Dance studios. The girls are supported through absence requests being allowed and support work provided.

Year 2- One student who is pursuing dance and acting (she has appeared in several commercials) and is supported through absence requests being allowed and ensuring she catches up with work missed wherever possible.

Year 3- One student is pursuing dance and performs in festivals all over the country. She has recently qualified for the 'World Dance Championships' for several categories of dance. She is supported through absence requests being allowed and ensuring she catches up with work wherever possible.

Year 4

KH – Dance Scholar, attends Shining Stars Dance Academy, competes in the Eastbourne Festival, Orr Festival and Orpington Festival. Currently competing to see if will qualify for the Dance World Cup. Studies tap, ballet, modern, Greek, national, character. Group dances: hip-hop, lyrical, jazz. Support through absence requests being allowed and catch up work.

DW is a Dance Scholar – as above, they extend the external classes together and she also competes in the festivals – the same details apply as for KH. In addition, DW has performed with The Rattonians (Youth Group) The Congress Theatre in the Christmas Spectacular 2016. She has also been invited to

attend castings for television commercials. Support through absence requests and catch up work.

GPL – Tennis Scholar – takes part in frequent tennis tournaments outside of school and has achieved significant successes. Support with absence requests for additional practice at the beginning or end of school and catch up work as required.

CT – Karate – has achieved 8 belts, last one blue, currently blue stripe.

Year 5

IB – Dance Scholar – dances extensively outside of school, has competed in different festivals and has attended an Associate Royal Ballet day in London. Supported through absence requests and catch up with work as required.

RMW – Equestrian Scholar – takes part in events, opportunities to attend specialist training sessions. Supported through absence requests and catch up with work as required.

Year 6

OM – pursues extensive sporting activities outside school, particularly gymnastics and trampolining - in clubs at Hailsham and Bexhill. Supported through absence requests and catch up work.

HF – has achieved awards in Karate (beyond her age) and has brought certificates into school.

ZW – pursues swimming outside school as well as attending our training

SV (Year 8) England Tennis No 11 U12 Age Group, support through absence requests allowed to attend tournaments, additional coaching sessions during school, and support to catch up on missed work

BC (Year 9) National Triathlete and National Cross Country Champion support through absence requests allowed to attend meets, strength and conditioning sessions in school and support to catch up on missed work

TO (year 8) Regional Swimmer, additional training sessions provided by coach at school, special meals to support training volume, support through absence requests allowed to attend meets and training camps, and support to catch up on missed work

MD (Year 13) - Regional Triathlete, additional training sessions provided by coach at school, special meals to support training volume, strength and conditioning sessions at school, support through absence requests allowed to attend meets and training camps, and support to catch up on missed work

Year 8 – one student performed as Oliver at Regents Park Theatre. She is the first ever female to play in this lead role.

AD (Year 8)- England Tennis No 68 U12 Age Group, support through absence requests allowed to attend tournaments, additional coaching sessions during school, and support to catch up on missed work

SD (Year 13) National Youth Parliament.

IA Year 11 acting – appeared in Les Miserables and many other film and TV productions.

CD – Year 13 World Tap Dancing Champion (group and solo).

KH - musical theatre scholar. Has appeared in commercials as well as parts in productions outside of school - the role of Annie during the summer of 2016. She also takes part in dance competitions.

Year 9, three students - all competed nationally and came third in the Dance World Cup this year.

Year 12 JB – Gold certificate for Senior Maths Challenge

What is your assessment of pupils’ communication skills, numeracy and ICT competences? How are these applied in other subject areas?

The majority of students have been able to demonstrate ICT skills in internet safety, Excel, PowerPoint, creating charts, accessing, finding and reviewing internet resources. Girls have completed online ICT courses and gained certificates via Open Learn. These skills are useful for anyone undertaking an EPQ, or who has to undertake independent research for coursework.

Coding has recently been introduced into science lessons for year 7 utilising bbc bitsize. All students are able to use Microsoft office suite to create presentations, documents and manipulate basic spreadsheets. Work on database is less strong. Presentations, documents are used across all subjects. All students have school email accounts but improvement is required here in their use as a communication tool.

The EPQ, HPQ and FPQ are now timetabled from year 9 to 13. This allows students to focus on a topic that interests them and students then communicate their interest through their project. The FPQ is supported by the lead TA to ensure weaker students can access it.

ICT is taught as a lesson up to the end of year 8. This includes modules on programming languages including Scratch and Python.

Numeracy – girls are assessed in years 7 & 8 and intervention classes are arranged. More able girls are stretched and challenged within the Enriching Maths class. Senior and Sixth Form students develop their numeracy and entrepreneurship through an ongoing challenge.

Communication skills – Drama, LAMDA, Eastbourne Youth Radio, assemblies, speaking at public events, aural presentations encouraged through the curriculum and Scholars presentations.

Drop Everything And Read (DEAR) initiative has been launched - reading helps students with communication as they improve their understanding of and empathy to others through exploring the feelings of the characters.

Which areas of pupils’ achievements are you seeking to improve or develop?

We are seeking to improve the charitable contributions in our community of our students. This is being achieved by the appointment of a charitable Standard Bearer (prefect) and the Knight’s Challenge activity (led by the students) as well as recognition of outstanding charitable work in assemblies. The Ann Harris Scholar Challenge runs each year.

Drop Everything And Read (DEAR) initiative has been launched - reading helps students with literacy as well as communication.

Improvement in use of email for communication with staff and dissemination of information, the norm to be daily check of email by students.

What evidence do you use to ascertain the quality of the pupils’ attitudes to work and their learning skills, and what actions are you taking for further development? Any differences between pupil groups?

The girls’ behaviour is excellent in every aspect.

Learning walks.

Book scrutinies

| |
|---|
| <p>PSHE</p> <p>Meetings with Personal Tutors</p> <p>Questionnaires (December 2016)</p> |
| <p>What evidence do you use to gauge how effectively pupils apply learning and thinking skills to other areas?</p> |
| <p>Learning and Thinking skills are developed with the PSHE, tutorial and Religion & Philosophy programs. Half-day workshops have been organised specifically focussing on study skills.</p> <p>Scholars' projects support the curriculum but also investigate related topics and disciplines according to type of scholar award – for example a project on climate change, a charity fund raising project, an in depth analysis of a particular West End show.</p> |
| <p>List up to four activities that should be observed during the inspection, if the inspectors are able to do so during the two days of inspection:</p> |
| <p>School Productions / Plays, Library Activities</p> |

Self-evaluation – Contributory factors

| |
|--|
| <p>What are the most significant aspects of the curriculum which promote pupils' achievements and learning skills?</p> |
| <p>Personalised learning to enable each student to be given individual target.</p> <p>Tracking of progress – this has led to early identification of students achieving below their target and interventions have taken place.</p> <p>Personal Tutor system to enable close monitoring of all aspects of a girl's life and the impact it might have on their academic progress. Students have discussed when they feel they need assistance and in some cases in year 11 with discussion with parents students have been allowed to drop a subject in favour of focussing on the most relevant exams for their chosen pathway.</p> |
| <p>What are the most significant aspects of teaching that promote pupils' achievements and learning skills? In what ways might the quality of teaching be improved? What actions are being taken to support this improvement?</p> |
| <p>Personalised learning is a key aspect of teaching that through differentiation, tailored curriculum, 1:1 support through the personal tutor programme and high levels of challenge enables pupils to maximise their progress and therefore learning across the curriculum.</p> <p>Study skills are explicitly taught through PSHE and Enrichment programme and the EPQ/HPQ/FPQ programme. This enables girls to have the skills and strategies to be independent learners and thus maximise their non-contact learning time.</p> |
| <p>What evidence is there to show that the work of governors/proprietors promotes pupils' achievements and learning skills?</p> |
| <p>Minutes of meetings and sub-committee meetings and visits</p> |
| <p>How does the work of school leaders and managers promote pupils' achievements and learning skills?</p> |
| <p>HoTL meets weekly with Heads of Faculty and Heads of Section to ensure that teaching and learning remains central.</p> <p>Celebration of success e.g. of exam results.</p> <p>Developments through effective CPD e.g. Good to Outstanding Course of new techniques</p> <p>Peer Observation Lesson system</p> |

If you wish, select a grade for pupils’ achievements, using the EQI grade descriptors document to assist you.

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| <i>Excellent</i> | <i><u>Good</u></i> | <i>Sound</i> | <i>Unsatisfactory</i> |
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The Quality of Pupils’ Personal Development

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important. NB This section focuses on the outcomes for pupils.

What are the strongest features of pupils’ personal development?

We develop strong, independent, confident young women – School Knights, Prefects
 Girls are supported to take risks by both peers and teachers – Assemblies, performances, sporting events, competitions
 Personal Tutor System – strong tracking base to know what is happening with each girl in and out of school

Outline the main ways in which pupils contribute positively to the lives of others, in school and in the community beyond.

Charity fund raising within the Pyramid (House) system:
 Pre-Prep – participation in fund raising events – BT raising over £500 for her selected charity
 Prep – RS raised over £125 for NSPCC through the Pyramid Eggstravaganza
 Seniors – NC raised funds for Ben Nichols project independently
 Sixth Form – Knights Challenge and Charity Captain – involving whole school in getting involved both through financial contribution and time
 Pyramids – charitable work is an integral part of the Pyramids
 Scholars – Summer Ann Harris project was to choose a charity, research it and raise funds/donate time and effort and present to their respective section of school about it
 In School:
 Intrinsic ethos of caring for others -
 Pre-Prep – buddies, playground friends, PSHCE and caring for others
 Prep – buddies, school council, pyramid involvement, Year 8 squires who mentor and support all of Upper prep
 Seniors - Guardian Angels/Mentors - peer support and guidance overseen by the HOS - Year 10 mentor and support Year 6 & 7n – Year 11 Prefects eating lunch with Upper Prep to foster positive relationships and guidance
 Sixth Form – Standard Bearers actively engage with all students in the school, promoting the School's motto
 Across the school (Prep to Sixth Form):
 Carlisle Lodge – volunteering time and gaining empathy and compassion
 Singing in Nursing Homes - sharing the joy of music with residents of local nursing homes
 Eastbourne Schools Partnership – working with students from local state sector, sharing good practice and resources

How do pupils demonstrate their spiritual understanding and appreciation of the non-material aspects of life?

Assemblies – containing prayer and reflection
 School Motto – belief and adherence

What are the indicators that pupils are able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour?

Clearly defined rewards and sanctions policy
 Strong Anti-bullying policy – swift and efficient action in an effort to eradicate all bullying
 Pyramid House Points that reward positive behaviour
 End of term awards for 100 percent attendance and MOHO girl (showing all aspects of our School aims and

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| <p>values)</p> <p>Superstar Assemblies</p> <p>Detentions – girls have to write why they are there and what they should and shouldn't do in the future</p> <p>Tailored PSHE, Enrichment and Wellbeing programmes</p> <p>Visits by local Community Officer to discuss various issues relating to UK law.</p> <p>Meetings with local MPs and participation in Hustings through the Eastbourne Schools Partnership and Scholar trips</p> <p>Talks and seminars from online safety experts to promote positive, safe usage of social media and the internet in general</p> |
| <p>How do pupils show that they respect and value diversity within society, and have respect for and appreciation of their own and other cultures?</p> |
| <p>Understanding fundamental British values, and the fact that we are a multicultural nation.</p> <p>Charity work such as Samara Appel for children of other nations</p> <p>Pyramid celebration of Chinese New Year</p> <p>Short Stay student integration and understanding their culture</p> |
| <p>Do pupils work well with others to solve problems, achieve common goals and fulfil responsibilities? Please provide examples.</p> |
| <p>Yes – evidenced in group work in the classroom – notice boards</p> <p>Diverse activity programme across the school</p> <p>Duke of Edinburgh Bronze, Silver and Gold</p> <p>Tough Team Challenge with the Eastbourne Schools Partnership</p> <p>Pyramid competitions such as: House Festival, Christmas song, Chinese New Year</p> |
| <p>What areas of pupils' personal development are you seeking to improve or develop? What actions are you taking?</p> |
| <p>Stronger integration between boarders and day girls – in form time, sitting girls with different pairs every Monday and Thursday to get to know someone new – team building in PSHE and Enrichment</p> <p>Stronger integration between mainland Chinese and Hong Kong – overcoming cultural barriers</p> |
| <p>In what ways does the boarding experience enhance pupils' personal development?</p> |
| <p>Girls learn to live together, respect each other. They are supported to work through issues. They learn independence and self-reliance. There are many opportunities for leadership roles.</p> <p>Enrichment programme</p> <p>Trips on the weekends – cultural and team building</p> |
| <p><i>Self-evaluation – Contributory factors</i></p> |
| <p>What are the significant aspects of the pastoral care systems that promote pupils' personal development?</p> |
| <p>Tailored PSHCE programme</p> <p>Enrichment and Wellbeing</p> <p>Having guest lecturers</p> <p>Weekly Personal tutor meetings</p> <p>CPD training</p> |
| <p>How does the curriculum (e.g. for PSHE) promote pupils' personal development?</p> |
| <p>PSHE curriculum is worked to run in conjunction with the academic curriculum, addressing age specific needs and concerns</p> |

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| What evidence is there to show that the work of governors/proprietors promotes pupils' personal development? | | | |
| Minutes of meetings and sub-committee meetings and visits | | | |
| How does the work of school leaders and managers promote pupils' personal development? | | | |
| The school motto is followed throughout the school. SLT receive weekly reports on all facets of the pupil's development, both academic and personal. HOS's are also form teachers, spending more time with their section of girls Friday Assemblies, Strands, Facebook | | | |
| If you wish, select a grade for pupils' personal development, using the EQI grade descriptors document to assist you. | | | |
| <i>Excellent</i> | <i>Good</i> | <i>Sound</i> | <i>Unsatisfactory</i> |

