



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Daneshill School

January 2020



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School's Details

School	Daneshill School			
DfE number	850/6024			
Address	Daneshill School Stratfield Turgis Hook Hampshire RG27 0AR			
Telephone number	01256 882707			
Email address	office@daneshillprepschool.com			
Headteacher	Mr James Massey			
Proprietor	Wellington Estates Education Ltd			
Age range	3 to 13			
Number of pupils on roll	274			
	EYFS	42	Juniors	188
	Seniors	44		
Inspection dates	15 to 16 January 2020			

1. Background Information

About the school

- 1.1 Daneshill School is a co-educational preparatory school for day pupils between the ages of 3 and 13 years. It was founded in 1950, under the name of St Salvator's. It moved to its current site, near the village of Stratfield Turgis in Hampshire, in 1979. The school was purchased from the Spencer family by the Wellington Estate in September 2018.
- 1.2 Daneshill operates under the proprietorship and governance of Wellington Estates Education Ltd. The current headmaster has been in post since September 2018.
- 1.3 Since the previous inspection, the school has undergone refurbishment of classrooms, improved the information technology infrastructure and opened a full-sized all-weather sports pitch.

What the school seeks to do

- 1.4 The school aims to provide a secure, happy and stimulating environment where children can learn to be tolerant, courteous and caring. It aspires to make learning enjoyable by offering a broad curriculum, and by allowing children to find where their talents and potential lie. The school endeavours to foster self-esteem, good working habits, an enquiring mind, self-discipline and kindness.

About the pupils

- 1.5 The pupils predominantly come from professional and business families, living within a 20-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. There are 33 pupils who require support for special educational needs and/or disabilities (SEND). They require support with dyslexia and dyspraxia. There are 16 pupils for whom English is an additional language (EAL), none of whom require support for this aspect of their learning. Academically more able pupils are identified by the school through its assessment processes, alongside those with talents in particular areas, such as drama, sport and music. The school adjusts its curriculum and provides additional activities to support their needs.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements relating to fire safety are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 However, arrangements are not always made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. The school does not always ensure that all staff engaged to carry out teaching work are checked against the list of those prohibited from teaching, or have at least two references, before they start work. A separate barred list check is not always completed before staff start work if the Disclosure and Barring Service check is late. Proprietors are not checked against those prohibited from management, as soon as practically possible after their appointment. Health and safety requirements are not met as the school does not have an asbestos management plan which is kept under regular review.
- 2.9 The standards relating to welfare, health and safety in paragraphs 8–10, 12–16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraphs 7 [safeguarding] and 11 [health and safety] are not met.**

Action point 1

- **the school must ensure that all staff, engaged to carry out teaching work, including peripatetic music staff, are checked against the list of those prohibited from teaching before they start work [paragraph 7(a) and (b); EYFS 3.9].**

Action point 2

- the school must ensure that a separate barred list check is completed on staff and that all other checks are complete before they start work, if the Disclosure and Barring Service check is delayed [paragraph 7(a) and (b); EYFS 3.9].

Action point 3

- the school must ensure that at least two references are obtained for staff before they start work [paragraph 7(a) and (b); EYFS 3.9].

Action point 4

- the school must check that proprietors are not prohibited from the management of an independent school, before or as soon as practically possible after, appointment [paragraph 7(a) and (b); EYFS 3.9].

Action point 5

- the school must ensure that it has a suitable asbestos management plan, which is kept under regular review [paragraph 11; EYFS 3.54].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of supply staff and proprietors, and a register is kept as required.
- 2.11 The school does not always ensure that staff have medical checks before they start work.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19–21 are met but the standard in paragraph 18(3) is not met.

Action point 6

- the school must ensure that medical checks are completed on all staff before they start work [paragraph 18(3); EYFS 3.9].

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. Acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The premises are not always maintained to a standard commensurate with health and safety.
- 2.15 The standards relating to the premises and accommodation in paragraphs 23–24 and 26–29 are met but the standard in paragraph 25 [maintenance] is not met.

Action point 7

- the school must ensure that buildings are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured [paragraph 25].

PART 6 – Provision of information

2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor does not always ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the standards are consistently met, and that the well-being of pupils is actively promoted.

2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.

Action point 8

- **the school must ensure that the leadership and management have good skills and knowledge in order to fulfil their responsibilities so that the independent school standards are met and the well-being of pupils is actively promoted [paragraph 34 (1)(a), (b) and (c)].**

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a governor, and attended an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Vivien Sergeant

Reporting inspector

Mr Christopher Hammond

Compliance team inspector (Headmaster, IAPS school)