



INDEPENDENT SCHOOLS INSPECTORATE

REGULATORY COMPLIANCE INSPECTION

THE MOUNT SCHOOL

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The Mount School

Full Name of School	The Mount School
DfE Number	816/6003
Registered Charity Number	513646
Address	The Mount School Dalton Terrace York North Yorkshire YO24 4DD
Telephone Number	01904 667500
Email Address	principal@mountschoolyork.co.uk
Principal	Ms Julie Lodrick
Chair of Governors	Mr Timothy Phillips
Age Range	2 to 18
Total Number of Pupils	285
Gender of Pupils	Junior school: Mixed Senior school: Girls
Number of Day Pupils	Total: 204
Number of Boarders	Total: 81 Full: 73 Weekly: 7 Flexi: 1
Number of EYFS Children	38
Ownership and Governance	The school is an educational charity, governed by a school committee of 13 members who have responsibility for directing the school in accordance with the founding principles of the Religious Society of Friends (Quakers).
School Structure	The junior school accepts girls and boys from the age of 2 years and includes children in the Early Years Foundation Stage (EYFS). Girls may board from Year 5 upwards. The senior school accept day girls and boarders.
Inspection Dates	08 Dec 2015 to 09 Dec 2015

ABOUT THE INSPECTION

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

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

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

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

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

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

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

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

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

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

INSPECTION EVIDENCE

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

INSPECTORS

Mrs Elaine Brook	Reporting Inspector
Mrs Karenann Hood	Compliance Team Inspector (Senior Mistress, HMC school)
Miss Julie Chatkiewicz	Team Inspector for Boarding (Deputy Head (Pastoral), GSA school)

CONTENTS

	Page
1. CHARACTERISTICS OF THE SCHOOL	1
2. COMPLIANCE WITH REGULATORY STANDARDS	2
Part 1: Quality of education provided (Curriculum and Teaching)	2
Part 2: Spiritual, moral, social and cultural development of pupils	4
Part 3: Welfare, health and safety of pupils and Other Legislation	6
Part 4: Suitability of staff, supply staff and proprietors	8
Part 5: Premises and accommodation	9
Part 6: Provision of information	10
Part 7: Manner in which complaints are handled	10
Part 8: Quality of leadership and management	10
3. SUMMARY OF REGULATORY COMPLIANCE INCLUDING ACTION POINTS	12

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Located close to the city of York, The Mount School offers an independent education to boys aged 2 to 11 years and girls aged 2 to 18 years. Girls can board from Year 5 onwards. The school was founded by The Religious Society of Friends (Quakers) in 1785 and moved to its present site in 1856.
- 1.2 The junior school has 101 pupils, including 38 children in the EYFS that comprises 18 boys and 20 girls aged between 2 and 5 years. Of these EYFS children, 26 attend the Nursery part time until they join the Reception class. Since the previous inspection, the school has decided to accept boys up to the age of 11. Boarders are accommodated in 2 houses, 1 for girls up to Year 11 and 1 for sixth form girls.
- 1.3 Pupils from all backgrounds, cultures and religions are welcomed. Most come from professional or business families, just over half are of White British origin. Those pupils, mostly boarders, who originate from overseas come from a wide range of countries, including Austria, China, France, Germany, Hong Kong, Japan, South Korea, Mexico, Russia and Spain. Day pupils mostly live within a 25-mile radius of the school.

2. COMPLIANCE WITH REGULATORY STANDARDS

Part 1 Quality of education provided

Curriculum

- 2.1 The school meets the Regulations.
- 2.2 The school implements effectively a written curriculum policy, supported by schemes of work for all subjects which details what is to be covered and when. This planning takes account of the ages, aptitudes and needs of all pupils including those who are academically able or have special talents, those who have special educational needs and/or disabilities (SEND) and those for whom English is an additional language (EAL). Pupils who have an education, health and care plan (EHC) follow individual education plans to address their specific needs. The written curriculum policy and plans do not undermine fundamental British values such as democracy, the rule of law and individual liberty, and are presented in an impartial manner. The ethos of the school, founded upon Quaker principles, promotes mutual respect and tolerance of those with different faiths and beliefs. [Paragraph 2(1)(a) and (b)]
- 2.3 In the EYFS, children are provided with a programme of activities appropriate to their educational needs which promotes their personal, social, emotional and physical development. They learn to listen to one another and to respond to questions, so that they are socially prepared for the next stage of their learning. The very youngest children draw and make marks which gradually develop their skills in literacy, numeracy and the expressive arts. Children take part in a range of physical activities and are enabled to learn about the world around them. During the inspection, they were observed constructing models and contributing to Christmas projects to develop their technological abilities. [Paragraph 2(2)(f)]
- 2.4 The curriculum covers all requisite areas of learning. From Year 1, pupils are provided with a curriculum which includes experiences in linguistic, mathematical, scientific and technological education. Activities to acquire physical, social and creative skills are evident. The programme in the sixth form offers a range of subject choices appropriate to pupils' needs. [Paragraph 2(2)(a)(b) and (g)]
- 2.5 A programme of personal, social, health and economic education (PSHE) reflects the school's aims and ethos; courtesy, consideration and a celebration of diversity are evident. Pupils from overseas are fully integrated. Those who have SEND do not experience inappropriate treatment. Pupils are well prepared for the opportunities, responsibilities and experiences of life in British society. [Paragraph 2(2)(d) and (i)]
- 2.6 Pupils have access to accurate, up-to-date and impartial careers guidance. For example the school arranges a programme of visiting speakers, often former pupils, who talk about their profession. In this way, pupils in the sixth form are enabled to make informed choices about subject options appropriate to their career aspirations. [Paragraph 2(2)(e)]
- 2.7 The organisation of the curriculum enables pupils of all ages to learn and make progress. They are effectively prepared for the opportunities, responsibilities and experiences of life in British society. [Paragraph 2(2)(h) and (i)]

Teaching

- 2.8 The school meets the Regulations.
- 2.9 Inspection evidence gained from the observation of a sample of lessons, scrutiny of pupils' work, and an analysis of the documentation provided and the school's own evaluation concluded that teaching supports good progress and enables pupils to increase their understanding and develop their skills according to their ability. [Paragraph 3(a)]
- 2.10 In the EYFS, teaching meets individual needs and provides appropriate opportunities to meet the early learning goals. The children's development is regularly assessed, identifying particular strengths and any areas where progress is less than expected. From Year 1, lessons are well-planned and based on an understanding of the aptitudes, needs and prior attainments of pupils. Time is used effectively so that pupils are focused. Resources are of good quality, quantity and range. Information and communication technology is a feature of the teaching. From Year 8, all pupils use a tablet computer; this fosters self-motivation and the ability to think and work independently. [Paragraph 3(b)(c)(d)(f)]
- 2.11 Teaching employs strategies to manage behaviour through praise and encouragement. It does not undermine the key British values. Pupils are encouraged to act responsibly and inclusively according to the Quaker values of truth, equality, peace and social justice. [Paragraph 3(h) and (i)]
- 2.12 Teachers demonstrate good knowledge of their subject. Work is marked regularly and comments inform pupils of how to improve. Almost all pupils who responded to the pre-inspection questionnaire agreed that they are encouraged to do their best and that lessons are interesting and engaging, providing support where it is needed. [Paragraph 3(e) and (g)]
- 2.13 At the end of the EYFS a profile for each child is shared with parents and subsequent teachers, which includes details of performance against national patterns. In the junior school, pupils' attainment is not measured by national tests but the school has a framework in place to assess their work regularly. Parents receive regular reports detailing progress. In the senior school, the progress of pupils is assessed using commercial tracking schemes and the examination criteria for GCSE, International GCSE (IGCSE), A level, the Extended Project Qualification and AQA Baccalaureate. All parents who responded to the questionnaire agreed that the teaching meets individual needs. [Paragraph 4]

How well do pupils achieve?

<p>Pupils' Ability</p>	<p>The junior school does not use standardised ability testing. The ability profile of the senior school is above the national average. A fairly wide spread of abilities is represented, with most pupils having ability that is at least above the national average. The ability profile of the sixth form is slightly above the national average, with most pupils having ability that is similar to or above the national average.</p>
<p>Pupils' Needs</p>	<p>The school has identified thirty-six pupils as having SEND, of whom thirty receive additional support. One pupil has an EHC plan. Sixty-two pupils have EAL, of whom twenty-five receive support. Ten percent of pupils in the junior school are considered to be highly able (in a general academic sense), with five percent of pupils identified as talented in music and sport. In the senior school, twelve percent of pupils are considered to be highly able (in a general academic sense), with nine percent of girls identified as gifted (with a special ability) or talented (in areas such as sports, drama and music).</p>
<p>Pupils' Achievements</p>	<p>Attainment in the junior school is measured using the school's own system using teachers' assessments and commercial tests of reading and spelling ability. Results at GCSE are above the national average for girls in maintained schools and similar to that for girls in maintained selective schools. Results in IGCSE further mathematics are higher than worldwide norms. The A-level results are above the national average for girls in maintained schools and also above that for girls in maintained selective schools.</p>

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

- 2.14 The school meets the Regulations and Standards.
- 2.15 The school actively promotes the personal development of pupils, including values such as respect for each individual and embracing freedom for everyone to live within a caring community. In this way, fundamental British values accord with the Quaker values which are central to the school's ethos and are actively promoted. The PSHE programme includes themes such as peace, violence, social justice and oppression so that pupils are encouraged to reflect upon current issues. Pupils in the sixth form have engaged in debate with Nobel Peace Prize laureates, deepening their understanding of relevant social issues such as the rule of law and individual liberty. [Paragraph 5(a)]
- 2.16 Relationships between pupils and staff develop their self-knowledge and self-esteem so that pupils interact with confidence. In the EYFS, the programme focuses on the promotion of personal, social and emotional development. Children learn to share their feelings and to engage in corporate activities through listening to stories, playing together, and helping to tidy up or to distribute snacks. As they mature, these characteristics are developed. In the junior school for example, pupils can attend a 'Buzz Group' which involves meeting with the head of junior school to discuss topical

issues. This term the focus was on the introduction of tablet computers and how they should be used. [Paragraph 5(b)(i)]

- 2.17 The school's behaviour policy meets requirements and states that high standards of behaviour are expected. In interview, pupils demonstrated their understanding of the importance of rules in order to sustain a harmonious community. Pupils distinguish right from wrong and understand that they are responsible for their behaviour. They contribute positively to the local and wider community. For example, they engage with senior citizens by organising regular social events and raise funds for a variety of international projects. They have an age-appropriate understanding of the civil and criminal law of England and a broad knowledge of and respect for the country's public institutions and services. During the recent general election, representatives from all main political parties were invited to address older pupils. The school precludes the promotion of partisan political views and strives to present a balanced presentation of opposing opinions. [Paragraph 5(b)(ii)(iii)(iv)(vi) and (vii), and 5(c) and (d)]
- 2.18 Pupils from a wide range of nationalities get on well together, reporting that they acquire an appreciation of British life and are provided the opportunity to celebrate and share their own culture. For example, pupils from Germany explained the Christmas tradition of leaving shoes outside their door which would then be filled with sweets and chocolate. Boarding pupils agreed to adopt this custom and were similarly rewarded. [Paragraph 5(v)]
- 2.19 In their responses to the pre-inspection questionnaire, a small minority of boarders and day pupils felt that their views and ideas are not taken into account when decisions are made about day-to-day operation and provision. Inspection evidence does not support this view. A scrutiny of agenda and minutes from relevant meetings confirmed that a number of well-established groups, which include a school council and food, sports and charity committees, operate in the school. Boarders also have an additional boarding and food council. Some of these groups have had their suggestions actioned by management. For example the junior school recently implemented an initiative called 'Take Over Day', which involved older pupils working in junior classes to support learning. Pupils are also able to contribute their views anonymously through a suggestion box placed in a central location. [NMS 17]
- 2.20 Boarders reported that they enjoyed receiving responsibilities within their house. Through a scrutiny of relevant documentation and in conversations with staff and boarders, it is evident that specific training is provided for each assigned role and that supervision is organised to counter any possible abuses of position. [NMS 19]

What are pupils' views of the school?

Around a half of pupils responded to the confidential inspection questionnaire. In their responses pupils were particularly appreciative of the encouragement and support they receive from the school to enable them to learn and to do their best. A small minority did not agree that teachers are fair in the way that they issue rewards and sanctions. Inspection evidence indicates that the use of rewards and sanctions is appropriate. Around a half of boarders did not agree that they like the food. Inspection found the quantity and quality of food to be appropriate.

Part 3 Welfare, health and safety of pupils

- 2.21 The school does not meet all of the Regulations and Standards.
- 2.22 The safeguarding policy meets the most recent requirements and is made available to parents and staff. It emphasises protection from all kinds of abuse and harm, including the dangers of extremism. The recruitment policy sets out the need for checks to be made prior to appointment but these have not always been carried out. For example, the school did not obtain a declaration of disqualification by association from every member of staff involved with children in the EYFS or check references or employment history, as required by *Keeping Children Safe in Education*. In other respects, the school has appropriate arrangements for the safeguarding of pupils. Designated senior staff have received appropriate training, including in their responsibilities to recognise and prevent radicalisation. All other staff, including governors and volunteers, receive regular training in child protection to ensure that they know the appropriate response if they have a concern about pupils' welfare. Suitable links have been developed with statutory agencies and records show that their advice is sought and followed when a concern has been raised. In questionnaire responses, all parents confirmed that their children feel safe at school including when boarding, and most pupils stated that they have a choice of staff to whom they can turn for guidance or support with personal concerns. [Paragraphs 7 and 8; NMS 11 and 14]
- 2.23 The school's ethos has equality and respect for all as guiding principles. All parents who responded to the questionnaire agree that the school actively promotes good behaviour. A small minority of pupils stated that they do not feel that teachers are fair in the way that they issue rewards and sanctions. Inspection evidence was obtained through a scrutiny of school records and interviews with groups of pupils of different ages, including boarders. It concludes that rewards are appropriate to the age of the pupils. For example, in the junior school one pupil from each class is selected to receive a 'golden ticket' each week, which is awarded for diverse reasons such as helpfulness or consideration for others, as well as academic endeavour. The inspection found that older pupils are allowed to agree a reward system within their class or house, which leads to some inconsistency. Logs demonstrate that the use of serious sanctions is infrequent but appropriate. Records are analysed so that any patterns of misbehaviour are identified. [Paragraph 9]
- 2.24 The school has a suitable anti-bullying policy which is known to all pupils, including boarders. Pupils are provided appropriate advice about safe use of the internet, which includes information regarding cyberbullying. In their responses to the questionnaire, almost all parents and pupils agreed that the school deals well with bullying. When interviewed, pupils were confident that they know who to turn to if they have a problem. Scrutiny of records confirms that any cases involving bullying

- are rare and dealt with in accordance with published procedures. [Paragraph 10; NMS 12]
- 2.25 The school's written health and safety policy is implemented effectively. An appropriate fire-prevention policy is implemented and regularly reviewed. Pupils regularly take part in fire evacuation drills and any remedial action is taken if necessary. Fire drills for boarders are practised at varying times, including in boarding time, so that procedures are familiar. [Paragraph 11 and 12; NMS 6 and 7]
- 2.26 The school has, and implements, a written first-aid policy that meets requirements. A number of staff have received first-aid training. Some have been trained in paediatric first aid to support children in the EYFS. In addition, all pupils have access to a medical centre with qualified staff. In their responses to the questionnaire, a small minority of boarders felt that they are not well looked after if they are ill or injured. Inspection evidence was obtained from an examination of relevant policies and records, and discussions with boarders and staff. It concluded that staff are informed about pupils' medical needs and specific medical conditions, ensuring that they can be dealt with appropriately. All medication is securely stored and proper records are kept of its administration, with appropriate confidentiality respected. Those boarders assessed as sufficiently responsible are allowed to self-medicate. Boarders have access to appropriate additional medical services when required. [Paragraph 13; NMS 3]
- 2.27 Pupils of all ages are well supervised both in class and outside. Both day pupils and boarders are always under the responsibility of identified staff who are suitably qualified and experienced and sufficient in numbers for the age, number and needs of pupils and the location and activities involved. The ratio of staff to children in the EYFS reflects age-appropriate levels. Staff working with boarders have appropriate job descriptions; the role of spouses or partners and other adults in staff accommodation is made clear. Boarding staff undergo induction and update training and are familiar with relevant policies. They know the whereabouts of boarders at all times and what to do if one should go missing. At least one member of staff sleeps in each boarding house, and boarders know how they may be contacted. Staff accommodation is suitably separated from that of boarders, and access to it by boarders is properly supervised. Visitors to boarding accommodation are appropriately supervised and their presence recorded on entry and departure. [Paragraph 14; NMS 15]
- 2.28 The admission and attendance registers comply with requirements and are kept for the required period. [Paragraph 15]
- 2.29 The written risk-assessment policy meets requirements and is implemented effectively. Where risks are identified, they are dealt with effectively. [Paragraph 16]
- 2.30 Boarders receive appropriate induction and are provided with a range of contact details for external support which includes helplines, as well as for an independent listener. [NMS 2]
- 2.31 The overwhelming majority of boarders confirmed that they can contact parents and friends, a view shared by parents. In meetings with boarders, they stated that earlier difficulties had been resolved because of recent improvements in internet access. [NMS 4]
- 2.32 The school provides suitable accommodation for the preparation and consumption of food. Additional snacks and drinks are available within the boarding house. In their

questionnaire responses, a very large majority of boarders said that they are satisfied by these arrangements. A majority of boarders reported dissatisfaction with the food. Inspectors examined menus and visited at mealtimes, and found no evidence to support this view. All pupils are provided with food which is nutritious, suitably varied and plentiful. Individual dietary needs are recorded and accommodated. [NMS 8]

- 2.33 Day-to-day arrangements for boarding are effective. Personal laundry and bedding are collected and returned to the appropriate person on the same day. Necessary items of stationery can be purchased locally. Appropriate arrangements are in place regarding the safe-keeping of boarders' possessions. An appropriate range of activities, giving due regard for safety, is organised after lessons and at the weekends. The programme includes appropriate balance of free time. Effective use is made of sporting facilities, with appropriate opportunities and safe space to be alone if that is the choice. A small minority of boarders reported in their questionnaire responses that they are unhappy with the balance of free time and activities. Inspection evidence did not support this view and it was also not shared by the overwhelming majority of parents. [NMS 9 and 10]
- 2.34 Boarders do not experience discrimination. Those from overseas confirm that they feel welcome, that their culture is respected and that they receive equal opportunities in all respects. In their responses to the questionnaire, the very large majority of boarders stated that they enjoy boarding and get on well with one another. Parents' responses confirmed this view. [NMS 16]
- 2.35 The school does not arrange long-stay lodgings for its pupils. [NMS 20]

Other legislation

- 2.36 The school fulfils its duties under Schedule 10 of the Equality Act 2010. Comprehensive policies are implemented appropriately to support pupils with SEND. The school has a three-year accessibility plan which shows suitable consideration of the requirement to improve access to the curriculum, the physical environment and the delivery of information so that disabled pupils can take advantage of the provision and facilities. Suitable care plans for boarders with SEND are in place. Boarders confirm that they are not discriminated against. [Schedule 10 of the Equality Act 2010]
- 2.37 Corporal punishment is not used or threatened. [The School Standards and Framework Act 1998]

Part 4 Suitability of staff, supply staff and proprietors

- 2.38 The school does not meet all of the Regulations and Standards.
- 2.39 The school ensures that all staff, including those involved in the provision and care of the EYFS and boarding and who are directly employed in regulated activity by the school, are not barred from regulated activity relating to children. Checks are made through the Disclosure and Barring Service (DBS) prior to employment or as soon as is reasonably practicable. In a small number of cases, the school has not made the requisite check regarding a prohibition order or any other restriction which might disqualify staff from being appointed. Personnel files demonstrate that the school checks the identity, right to work in the United Kingdom and, where appropriate, the qualifications of all staff involved in teaching and boarding. Similar checks of staff involved in other areas of school life such as catering and transport are incomplete.

Additionally, the school does not carry out the requisite checks on the medical fitness of all staff. [Paragraph 18; NMS 14]

- 2.40 The school has ensured that it has received written confirmation from any employment agency providing supply staff, including those involved in boarding, that the necessary checks have been made. The school records a check of identity in the relevant personnel file but does not include this on the single central register. [Paragraph 19 and 21(5)(a)(i)]
- 2.41 The school has made all appropriate checks prior to the chair of governors taking up his appointment. All governors have received an identity check as well as an enhanced criminal record check. The latter has not always been carried out prior to appointment or within a reasonable time frame. [Paragraph 20(5)(a) and (b)]
- 2.42 Checks of people over the age of 16 who live on the same premises as boarders but are not in the employment of the school are made in accordance with the regulations. These include an enhanced certificate from the DBS as well as written documentation detailing the terms of their accommodation and guidance on contact with pupils. They are required to notify the school if they are charged with, or convicted of, any offence. The school does not appoint guardians. [NMS 14.2, 14.3, 14.4, 14.5 and 14.6]
- 2.43 An electronic single central register of appointments, which can be produced as a hard copy, is in place but contains incomplete information pertaining to required checks. Some required checks on references, previous employment history and medical fitness of staff employed under a contract for services have not always been recorded in personnel files or on the single central register. [Paragraph 21; NMS 14]

Part 5 Premises and accommodation

- 2.44 The school meets the Regulations and Standards.
- 2.45 The school provides suitable toilet, washing and changing facilities for pupils, including those for children in the EYFS. Boarders can reasonably access washroom facilities from their sleeping accommodation and have appropriate privacy. Washing facilities have hot and cold water. Drinking water in the school, including boarding areas, is readily available and labelled. The temperature of hot water is suitably controlled. [Paragraphs 23 and 28]
- 2.46 The school has a medical centre which provides for the medical examination and treatment of pupils who are unwell. Accommodation is suitable for the short-term care of sick and injured pupils, including boarders and children in the EYFS. [Paragraph 24]
- 2.47 The school buildings, boarding houses and grounds are well maintained to promote pupils' health and safety. Careful systems, well known to staff and boarders, are in place to ensure that access is restricted to authorised personnel but does not unreasonably intrude on pupils' freedom of movement and privacy. Heating and sound insulation are appropriate for the activities which take place. Lighting of inside and outside areas is appropriate. Boarding accommodation in both houses is suitably furnished and comfortable. Boarders can personalise their rooms according to their interests and taste. Appropriate arrangements are in place so that boarders can study privately or in the communal areas. Bedding is clean and sufficiently warm. Should any boarder have restricted mobility, arrangements are made to accommodate their needs. [Paragraphs 25, 26, 27 and 30]

- 2.48 Pupils have ready access to the school grounds so that their physical health is promoted. The outside play area used by children in the EYFS has been extended and improved by the introduction of a range of appropriate equipment. [Paragraph 29]

Part 6 Provision of information

- 2.49 The school meets the Regulations and Standards.
- 2.50 All regulatory policies and additional information required are available to the parents of current and prospective pupils and other interested parties on the school's website. Inspection reports may be accessed through the website or a request for a hard copy. A statement of boarding principles and practice is included on the website and in information for parents. Parents of children in the EYFS receive regular reports which detail progress in meeting the Early Learning Goals. Parents of older pupils receive regular reports about their children's attainment and progress, which include targets for further improvement. Any pupil with an EHC plan has an annual review of progress which is provided to the responsible local authority. [Paragraph 32, NMS 1]

Part 7 Manner in which complaints are handled

- 2.51 The school meets the Regulations and Standards.
- 2.52 The school has a suitable policy for handling complaints, which is appropriately implemented. Procedures and timescales are made clear. Any concerns can be raised informally in the first instance and then, should the matter not be resolved satisfactorily to the complainant, a formal complaint can be raised. The school keeps a log of any complaints from the point at which they were brought to the notice of senior managers, and details how they were resolved. The records show that no formal complaints have been received during the preceding academic year. [Paragraph 33; NMS 18]

Part 8 Quality of leadership and management

- 2.53 The school does not meet all of the Regulations and Standards.
- 2.54 Governance and management at all levels, including boarding, is committed to the furtherance of the school's aims and demonstrates in its practice adherence to the Quaker ethos. For example, each meeting begins with a short period of reflection. Governors work closely with managers and visit the school, including the EYFS, to ensure that they understand how the school operates on a day-to-day basis and are concerned to ensure the happiness and well-being of the whole community. They have not discharged their responsibilities; they have not been sufficiently vigilant in their monitoring of regulatory matters. Senior leaders are not sufficiently familiar with the regulatory requirements pertaining to safer recruitment and so have not ensured that safeguarding arrangements meet the standards required. [Paragraph 34; NMS 13]

What are parents' views of the school?

Around a half of parents responded to the confidential inspection questionnaire. All parents who responded to the questionnaire agreed that teaching meets the individual needs of pupils and confirmed that their children feel safe at school including when boarding, and that they feel the school actively promotes good behaviour.

3. SUMMARY OF REGULATORY COMPLIANCE

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

Action points

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

- Implement appropriate safeguarding arrangements by ensuring that the school carries out, prior to appointment, relevant checks of references and previous employment history on all staff in line with official guidance. [Independent School Standards Regulations Part 3, paragraph 7(a) and (b) and paragraph 8(a) and (b), under Welfare, health and safety, and for the same reason NMS 14.1]
- Ensure that, prior to appointment, all staff are checked to confirm their identity, medical fitness, right to work in the United Kingdom and, where relevant, their qualifications. [Independent School Standards Regulations Part 4, paragraph 18(2)(c)(f) and paragraph 18(3), under Suitability of staff, supply staff and proprietors, and for the same reason, NMS 14.1]
- Carry out checks that staff in regulated activity do not 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 relevant disqualification, prohibition or restriction. [Independent School Standards Regulations Part 4, paragraph 18(2)(b), under Suitability of staff, supply staff and proprietors, and for the same reason NMS 14.1]
- Carry out an enhanced criminal record check on governors prior to appointment or as soon as is reasonably practicable. [Independent School Standards Regulations Part 4, paragraph 20(6)(b)(i), under Suitability of staff, supply staff and proprietors and for the same reason NMS 14.1]
- Keep a register of all staff in regulated activity which includes all required checks, including identity, right to work in the United Kingdom, medical fitness, references and employment history. [Independent School Standards Regulations Part 4, paragraph 21(3)(a)(i)(iii)(iv)(vii), (b), (5)(a)(i) and (6) under Suitability of staff, supply staff and proprietors, and for the same reason NMS 14.1]
- Ensure that governors and senior leaders have the knowledge of the independent school standards and of the standards for boarding provision and care so that they can fulfil their responsibilities effectively by ensuring consistent compliance with requirements. [Independent School Standards Regulations Part 8, paragraph 34(1)(a) and (b), under Quality of leadership in and management of schools]

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

Progress since the previous inspection

- 3.2 At the time of the previous inspection, the school was required to ensure that all required checks on staff are carried out prior to appointment. The school has not met this requirement.