



ISI Independent
Schools
Inspectorate

**Regulatory Compliance Inspection Report
For Schools with Residential Provision**

Stanborough Secondary School

March 2019



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School's Details

School	Stanborough Secondary School		
DfE number	919/6154		
Registered charity number	1044071		
Address	Stanborough Secondary School Stanborough Park Cedarwood Drive Watford Hertfordshire WD25 9JT		
Telephone number	01923 673268		
Email address	info@spsch.org		
Acting Headteacher	Mrs Eileen Hussey		
Proprietor	The British Union Conference of the Seventh-day Adventists		
Age range	11 to 16		
Number of pupils on roll	77		
	Boys	46	Girls 31
	Day pupils	59	Boarders 18
Inspection dates	13 to 14 March 2019		

1. Background Information

About the school

- 1.1 Stanborough Secondary School is a co-educational day and boarding school for pupils aged 11 to 16 years, owned by the Seventh-day Adventist Church. Governance is through a board of governors, some of whom are members of the British Union Conference of the Seventh-day Adventists.
- 1.2 The school was founded in 1919 and the current complex, including boarding accommodation, was completed in 1991. It occupies a 40-acre site in Garston, just outside of Watford. On the same site, but registered separately and not part of this inspection, is the International Stanborough School. Boarders from both schools are accommodated in one boarding house on the main site.

What the school seeks to do

- 1.3 The school aims to foster understanding and tolerance, to develop a personal relationship with God, to develop a caring attitude and to fulfil each pupil's academic potential.

About the pupils

- 1.4 Pupils come from a range of professional and business family backgrounds and reflect the ethnic diversity of the area. The school's own assessment indicates that the ability of pupils is above average. The school has identified six pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, none of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 15 pupils, whose needs are supported by their classroom teachers.

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. 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. 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 standards.

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, including the boarding NMS, 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, including the boarding NMS. 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](#), [National Minimum Standards for Boarding Schools](#).

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, the National Minimum Standards for Boarding Schools and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 At GCSE in the year 2016, performance was above the national average for maintained schools.
- 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 encompasses effective behaviour management and is supported by suitable resources.
- 2.4 The teaching does not enable good pupil progress to be made or foster self-motivation in the pupils. Lesson planning is not effective in meeting the needs of the pupils and does not pay sufficient attention to the aptitudes, needs and prior attainments of the pupils, particularly those with SEND. In the pre-inspection questionnaires, a majority of pupils who responded do not feel that lessons are interesting and that they do not make effective use of time. A small minority feel that feedback and marking does not help them improve. An effective framework to assess pupils' performance against national norms is not in place.
- 2.5 The standard relating to the quality of education in paragraphs 2; 3 (e), (f), and (h - j) are met, but those relating to paragraph 3 (a - d), (g) [teaching], and paragraph 4 [framework for pupil performance] are not met.

Action point 1

- the school must ensure that teaching enables pupils to make good progress and fosters self-motivation in pupils [paragraph 3 (a) and (b)].

Action point 2

- the school must ensure that teaching meets the needs of all pupils, including those with SEND, through careful planning and an understanding of their needs [paragraph 3 (c) and (d)].

Action point 3

- the school must ensure 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. [paragraph 3 (g)].

Action point 4

- the school must ensure that a suitable assessment framework is put in place to monitor pupils' performance against national norms [paragraph 4].

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. However, arrangements for the implementation of the policy are unsuitable and do not pay due regard to current statutory guidance. The school's approach to staff training, including for safeguarding leads, does not meet the requirements of the local children's safeguarding board or current statutory guidance. Staff do not have a clear understanding of their safeguarding responsibilities. Governors do not ensure that those with specific responsibility for safeguarding are given sufficient time and resources to carry out their roles effectively. The induction of new staff does not pay sufficient attention to the school's whistleblowing policy. Records relating to safeguarding are not kept in sufficient detail. The designated safeguarding lead and the nominated safeguarding governor meet to discuss safeguarding arrangements, but there is no formal review procedure to ensure that school leaders and managers have an effective oversight of the school's safeguarding arrangements. Procedures relating to the safer recruitment of staff are not in line with statutory guidance. Staff are sometimes employed before suitable references have been received. Furthermore, when an enhanced criminal record check is delayed, the school does not always ensure that a suitable risk assessment is in place. The school does not have an effective approach to risk assessment. These issues also relate to the safety of boarders.
- 2.11 **The standards relating to welfare, health and safety in paragraphs 9 to 15, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2, 8, 9 and 16 are met but those in paragraphs 7 (a) and (b) [safeguarding]; 8 (a) and (b) [safeguarding of boarders]; 16 [risk assessment]; NMS 6 [safety of boarders] and NMS 11 [child protection] are not met.**

Action point 5

- **the school must ensure that all staff, including safeguarding leads, are suitably trained and are given sufficient time and resources to carry out their responsibilities effectively [paragraphs 7(a) and (b); 8(a) and (b) and, for the same reason, NMS 11].**

Action point 6

- the school must ensure that governors carry out a review of the school's safeguarding arrangements at least annually [paragraphs 7 (a) and (b); 8(a) and (b) and, for the same reason, NMS 11].

Action point 7

- the school must ensure that safeguarding records are sufficiently comprehensive to support the welfare of the pupils [paragraphs 7 (a) and (b); 8(a) and (b) and, for the same reason, NMS 11].

Action point 8

- the school must ensure that suitable references have been received before staff commence work at the school, and that a risk assessment is in place when an enhanced criminal record check is delayed [paragraph 7 (a) and (b); 8 (a) and (b), for the same reason, NMS 11]].

Action point 9

- the school must ensure that 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 appropriate action is taken to reduce risks that are identified [paragraph 16 (a) and (b) and, for the same reason, NMS 6.3].

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

- 2.12 The school makes appropriate checks to ensure the suitability of proprietors. Visitors to boarding accommodation are appropriately supervised.
- 2.13 The school has not always recorded enhanced criminal record checks for governors' enhanced criminal record checks or on the single central register of appointments as required.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2)(a) and (b); 18 (c), 18 (d), (e) , 18 (4); 20; 21 (2), (3), (4) and (7) and NMS 14.1 to 14.4 are met but those in paragraph 21(1), and 21 (7)(b) [single central register of appointments] are not met.

Action point 10

- the school must ensure that the single central register of appointments contains all the required information relating to checks on governors [paragraph 21 (1) and 21 (7)(b)].

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 Accommodation for the short-term care of sick and injured pupils is not suitable as it does not contain a sink and is not close to appropriate toilet facilities. The premises are not maintained to a standard commensurate with health and safety as floor coverings present a trip hazard. The school has some inadequate security arrangements.
- 2.17 **The standards relating to the premises and accommodation in paragraphs 23 and 26 to 30, and NMS 5 and 6.2 are met but those in paragraphs 24 [medical accommodation] and 25 [maintenance] are not met.**

Action point 11

- **the school must ensure that suitable medical accommodation is provided, which includes a basin in the room and is near a suitable toilet [paragraph 24 (1)(b)].**

Action point 12

- **the school must ensure that the school premises and accommodation are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. In particular, it must ensure that no floor coverings present a trip hazard [paragraph 25].**

PART 6 – Provision of information

- 2.18 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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. A suitable statement of boarding principles and practice is published by the school.
- 2.19 **The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.20 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, and identifying those relating to the boarding provision.
- 2.21 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.22 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.23 Leadership and management do not demonstrate good skills in fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently. Oversight and monitoring of the school's safeguarding procedures lack rigour. Leaders and managers, including governance, do not fully fulfil their responsibilities relating to monitoring oversight of checks to ensure the quality of teaching and assessment, or the suitability of staff before they begin work at the school. School leaders and managers do not monitor and review the suitability of the school's accommodation and premises.
- 2.24 **The standards relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

Action point 13

- **The school must ensure that school leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively so as to ensure that the independent school standards are met consistently and they actively promote the well-being of the pupils [paragraph 34 (1)(a, b and c) and, for the same reasons, NMS 13.3, 13.4 and 13.5].**

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 group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited boarding houses and 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

Mr Graham Gorton	Reporting inspector
Mr Brendan Stones	Compliance team inspector (Deputy head, HMC school)
Mr Matt Oakman	Team inspector for boarding (Deputy head, HMC school)