



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Stanborough Secondary School

September 2019



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	93		
	Day pupils	64	Boarders 29
Date of visit	19 September 2019		

1. Introduction

Characteristics of the school

- 1.1 Stanborough Secondary School is an independent co-educational day and boarding school for pupils aged between 11 and 16 years. It is owned by the Seventh-day Adventist Church, and governance is administered through a board of governors, some of whom are members of the British Union Conference of the Seventh-day Adventists. The school was founded in 1919 and the current complex, including boarding accommodation, was completed in 1991. It is located in Garston, just outside of Watford. Three pupils require support for special educational needs and/or disabilities (SEND), none of whom have an education, health and care (EHC) plan. Eighteen pupils speak English as an additional language (EAL). The school's previous inspection was a regulatory compliance inspection in March 2019.

Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection in March 2019.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 3 (teaching)	Remains unmet
Part 1, paragraph 4 (framework for pupil performance)	Remains unmet
Part 3, paragraph 7 (safeguarding) and 8 (safeguarding of boarders); NMS 11 (child protection)	Met
Part 3, paragraph 16 (risk assessment); NMS 6.3 (safety of boarders)	Remain unmet
Part 4, paragraphs 18 to 21; NMS 14 (suitability of staff)	Met
Part 5, paragraph 24; NMS 5 (medical accommodation)	Met
Part 5, paragraph 25; NMS 6 (maintenance)	Met
Part 6, paragraph 32 (1)(c) (publication of safeguarding policy on website)	Met
Part 8, paragraph 34 (quality of leadership and management); NMS 13.3, 13.4 and 13.5 (management and development of boarding)	Remain unmet

2. Inspection findings

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.1 The school does not meet the standard.
- 2.2 Since the previous inspection, staff have received training to raise their awareness of a wider range of teaching strategies to promote pupils' progress, and the leadership has engaged in some monitoring activities such as lesson observations and scrutiny of planning. Arrangements for work scrutiny by faculty leaders are planned but have not yet taken place. The school has produced learning passports to ensure that the needs of pupils with SEND are better communicated to subject staff, and these suggest appropriate teaching strategies to support their progress. However, these initiatives are at an early stage of development. For instance, no records are available to demonstrate the outcome or stringency of monitoring, and the learning passports have yet to be distributed. Pupils report that, whilst teaching is generally interesting and, particularly when it is interactive, motivating, it is variable in terms of how much it supports their progress. Their view was confirmed in short observations by inspectors who were not able to see examples of lesson planning to confirm that teaching is planned to address a range of aptitudes within classes.

Quality of education provided – framework for pupil performance [ISSR Part 1, paragraph 4]

- 2.3 The school does not meet the standard.
- 2.4 Since the previous inspection, the assessment policy has been reviewed and strengthened. Pupils have been given targets in each subject and report that their work is regularly marked, often with advice to help them improve. Parents receive regular reports in relation to their children's attitudes to learning and attainment. The school plans to assess pupils at the end of Year 9 to measure their progress in relation to the standardised tests undertaken in Year 7, for example, against GCSE predictions. However, the review of the assessment cycle in the school's action plan and other evidence to confirm how the results of standardised testing are used to ensure pupils are making good progress, were not available during the inspection visit.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 11]

Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.7 The school meets the standards.
- 2.8 The school's safeguarding arrangements are supported by up-to-date policies, such as the staff code of conduct, whistleblowing and the safe use of digital technology, with which staff are familiar. The new designated safeguarding lead (DSL) and both deputies have received inter-agency training at the appropriate higher level from the local authority, and the DSL, who is also head of boarding, has sufficient time to fulfil his role. Staff have received suitable safeguarding training when new to the school and update training about the most recent statutory guidance. They understand their responsibilities for safeguarding and how to report their concerns. The DSL has formed effective links with external agencies and when necessary, seeks advice readily. Records of concerns and referrals are maintained appropriately and confidentially. The governor responsible for safeguarding visits the

school regularly and, together with the DSL, has undertaken a comprehensive safeguarding audit which informs governors' oversight. Minutes confirm that an annual review of safeguarding took place in the summer term. Pupils feel safe and supported by staff and are confident any concerns would be addressed promptly.

- 2.9 The school now ensures that its recruitment procedures have regard to statutory safeguarding guidance, so that references are obtained before staff commence employment. Should the criminal records check not be verified prior to starting work, the school ensures that all the other checks have been completed and a risk assessment requiring loose supervision has been carried out.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; NMS 6]

- 2.10 The school meets does not meet all of the standards.
- 2.11 The school has reviewed its risk assessment policy which sets out a suitable approach to the management of risk. However, whilst risk assessments are in place for visits and some areas of the school such as the science laboratory and recreation areas, evidence that risk has been assessed and mitigated for all areas of the school's operation, both premises and activities, was not available.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 14]

- 2.12 The school meets the standards.
- 2.13 The school carries out the required recruitment checks which are recorded on the single central register of appointments. Details of those checks on governors which were omitted from this register at the previous inspection, are now complete. Since the previous inspection, the school has employed some staff from supply teaching agencies, all of whose checks are correctly recorded.

Premises and accommodation – medical facilities [ISSR Part 5, paragraph 24; NMS 5]

- 2.14 The school meets the standards.
- 2.15 The school has suitable facilities to accommodate pupils and boarders who are too unwell to go to class. These are located in the adjacent boarding house which is supervised throughout the day and night. In practice, pupils who are injured or ill receive immediate treatment in the main school to enable them to return to class.

Premises and accommodation – maintenance [ISSR Part 5, paragraph 25; NMS 6]

- 2.16 The school meets the standards.
- 2.17 The premises overall are maintained to a standard which supports the health and safety of pupils. Since the previous inspection, flooring in the ground floor corridor has been repaired so that it no longer presents a trip hazard. Measures to ensure the security of the site have been strengthened.

Provision of information [ISSR Part 6, paragraph 32 (1)(c)]

- 2.18 The school meets the requirements.
- 2.19 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 13]

- 2.20 The school does not meet all of the standards.
- 2.21 Senior leaders have undertaken additional training to increase their knowledge of regulatory requirements, and progress has been made to implement some of the action points required at the previous inspection, particularly in relation to safeguarding and recruitment.
- 2.22 However, insufficient improvement has been made in some areas, particularly related to teaching, assessment and the management of risk. Lack of available evidence and inadequate record-keeping suggest that the approach to addressing shortcomings is not yet systematic, and insufficient time and resources have been made available to support improvement. Therefore, the leadership and management do not yet fulfil their responsibilities effectively to ensure the independent schools standards are met consistently and the well-being of pupils is actively promoted.

3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and National Minimum Standards for Boarding Schools 2015 and should take immediate action to remedy deficiencies as detailed below.

ISSR Part 1, Quality of education provided, paragraphs 3 and 4

- Ensure that teaching meets the needs of all pupils, including those with SEND, through careful planning and suitable activities which reflect their aptitudes and needs [paragraph 3(c) and (d)].
- Ensure that information from assessment is used to plan teaching and promote progress [paragraph 3(g)]
- Ensure that a suitable assessment framework is implemented to monitor pupils' performance and inform interventions [paragraph 4]

ISSR Part 3, Welfare, health and safety, paragraph 16, NMS 6

- Ensure that the risk management policy is implemented robustly so that all areas of the school's operation are risk assessed and action is taken to reduce risks that are identified [paragraph 16(b), NMS 6.3]

ISSR Part 8, Quality of leadership in and management of schools, paragraph 34, NMS 13

- Ensure that school leaders and managers exercise their responsibility to monitor the work of the school systematically and demonstrate good skills and knowledge to 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. In particular, by implementing an action plan which effectively addresses the regulatory failings identified in this and previous inspection reports [paragraph 34 (1)(a), (b), and (c); NMS 13.3, 13.4, 13.5]

4. Summary of evidence

- 4.1 The inspectors held discussions with the director of education, acting head, senior leaders and other members of staff and spoke on the telephone with the chair of governors. They visited different areas of the school, observed lessons and talked with a group of pupils, including those who board. They scrutinised a range of documentation, records and policies.