



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

WINDRUSH VALLEY SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Windrush Valley School			
DfE number	931/6105			
Address	Ascott-under-Wychwood Oxfordshire OX7 6AN			
Telephone number	01993 831793			
Email address	info@windrushvalleyschool.co.uk			
Head	Mr Alan Wood			
Proprietor	Windrush Valley School Limited			
Age range	3 to 11			
Number of pupils on roll	87			
	Boys	41	Girls	46
	EYFS	17	Juniors	70
Inspection dates	7 to 8 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Windrush Valley School is an independent day school for boys and girls aged between 3 and 11 years. The school was established in Burford in 1951 and moved to its current site in the mid 1980s. The school is owned by Windrush Valley School Limited and was purchased in 1999 by the two directors who are the head and deputy head of the school.
- 1.2 The school is structured into three units, the Foundation Unit for children in Nursery and Reception, the Pre-Preparatory Unit for pupils in Years 1 and 2 and the Preparatory Unit for pupils in Years 3 to 6.

What the school seeks to do

- 1.3 The school aims to provide a positive, caring environment in which happy and self-confident individuals can grow and where academic excellence can thrive. The school serves to encourage and challenge pupils to achieve and sustain high standards of individual academic success and personal behaviour.

About the pupils

- 1.4 The majority of pupils are from white British families living within a twenty-mile radius of Ascott-under-Wychwood. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified sixteen pupils as having special educational needs and/or disabilities (SEND), which includes dyslexia; three of these pupils receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. No pupils have English as an additional language (EAL).

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 measures attainment using national curriculum tests. In the years 2014 to 16, the results were above the national average for maintained schools.
- 2.3 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 curriculum is not supported by appropriate written plans and schemes of work for all subjects that take into account the ages, aptitudes and needs of all pupils.
- 2.5 The standards relating to the quality of education in paragraphs 2(2), 3 and 4 are met but those relating to paragraph 2(1) [curriculum] are not met.**

Action point 1

- **the school must ensure that the curriculum is supported by appropriate written schemes of work for all subjects and that such schemes of work take into account the ages, aptitudes and needs of all pupils. [paragraphs 2(1)(a)(b)(i)]**

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.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; most health and safety requirements are met, including those relating to fire safety; provision is made for first aid. admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.9 Whilst arrangements are made to safeguard and promote the welfare of pupils, the safeguarding policy does not reflect current statutory guidance, the required recruitment checks are not always carried out, records are not kept to demonstrate that adequate safeguarding training is provided because they do not include sufficiently clear information such as when training takes place, who has been trained and when update training may be required in order that all staff are kept well informed. The training for persons with designated responsibility for safeguarding is not up to date. The management of health and safety is not supported by a rigorous approach to risk assessment or by regular monitoring. Staff have not received training in risk assessment and not all areas are effectively risk assessed, including daily EYFS risk assessments and risk assessments for off-site visits. Supervision of pupils in the EYFS is not always sufficient
- 2.10 The standards relating to welfare, health and safety in paragraphs 9, 10, 12, 13 and 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 are met but those in paragraphs 7(a) and(b), [safeguarding],**

11 [health and safety], 14 and for the same reason E3.28 [supervision] and 16, and for the same reason E3.64 and E3.65, [risk assessment] are not met.

Action point 2

- the school must ensure that the safeguarding policy and arrangements to safeguard pupils at the school follow current statutory guidance, including the requirements regarding the training of the designated person, and ensure record keeping sufficient to demonstrate when training takes place, who has been trained and when update training may be required. [paragraphs 7(a) and (b).]

Action point 3

- the school must ensure that all required recruitment checks, including the barred list and prohibition from teaching, are completed and references obtained for all staff before they commence employment at the school. [paragraph 7(a) and (b)]

Action point 4

- the school must ensure that relevant health and safety laws are complied with by the effective implementation of the health and safety policy including record keeping and the monitoring of procedures [paragraph 11]

Action point 5

- the school must ensure that pupils, including those in the EYFS, are adequately supervised and staff are suitably deployed to ensure their safety in school and during off-site visits [paragraph 14 and for the same reason E3.28]

Action point 6

- the school must ensure that the welfare of pupils at the school is safeguarded and promoted by the effective implementation of the risk assessment policy including staff training, risk assessments for off-site visits and regular risk assessment of the EYFS [paragraph 16 and for the same reason E64 and E65]

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

2.11 A register of appointments is kept as required. The required recruitment checks on staff, including self-employed staff, have not always been undertaken prior to the start of employment, in particular checks on identity, the right to work in the United Kingdom and qualifications; an enhanced criminal record certificate, and suitable overseas checks, when applicable, have not always been obtained before or as soon as possible after the start of employment.

2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19-21 are met but those in paragraphs 18(2)(c)(i),(iii) and (iv), 18(2)(d) and (e), 18(3) are not met.

Action point 7

- the school must ensure that the required recruitment checks are carried out on all staff before each person starts working at the school, including those on identity, the right to work in the United Kingdom and qualifications, that an enhanced criminal record certificate is obtained before or as soon as possible after the start of employment and that suitable overseas checks, where applicable, are obtained before the start of employment [paragraphs 18(2)(c)(i)(iii)(iv), 18(2)(d)(e), 18(3).

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. Acoustics and lighting are appropriate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The premises are not consistently maintained to a standard commensurate with health and safety and there are some inadequate security arrangements, and these arrangements are not regularly monitored by designated staff. Water provision is not adequate as cold water supplies for pupils that are suitable for drinking are not clearly marked as such and are not provided in a separate area from the toilet facilities.
- 2.15 The standards relating to the suitability of premises and accommodation in paragraphs 23-24, 26-27, 29 are met but those in paragraphs 25, 28(1)(a) and (c), and 28 2(b) are not met.

Action point 8

- the school must ensure 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 is consistently ensured [paragraph 25].

Action point 9

- the school must ensure that suitable drinking water facilities are provided in an area separate from the toilet facilities and that cold water supplies that are suitable for drinking are clearly marked as such [paragraph 28(1)(a) and (c), 28 2(b).]

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. 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 those 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.
- 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 proprietors do not ensure that persons with leadership and management responsibilities at the school demonstrate the necessary skills and knowledge and fulfil their responsibilities effectively in relation to the independent school standards. Failings identified during the previous inspection in 2015, including those regarding safeguarding, staff recruitment and leadership and management, have not been addressed and still remain thus not ensuring the consistent promotion of pupils' well-being. In addition, the proprietor has not ensured that the school meets the standards regarding health and safety, risk assessment and premises.

2.21 The standards relating to leadership and management of the school in Paragraph 34 (1)(a)(b) and (c) are not met

Action point 10

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and implement effective procedures in order to fulfil their responsibilities, so that the other standards are met consistently 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 the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support area. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Serena Alexander

Reporting inspector

Mr Patrick Gush

Compliance team inspector (Headmaster, IAPS school)