

DALE HOUSE SCHOOL

FOCUSED COMPLIANCE INSPECTION

NOVEMBER 2016



School's Details

Full Name of School	Dale House Independent School and Nursery
DfE Number	382/6022
Ofsted Number	133425
Address	Dale House School Ruby Street Carlinghow Batley West Yorkshire WF17 8HL
Telephone Number	01924 422 215
Email address	admin@dhschool.freeserve.co.uk
Headmistress	Mrs Sarah Fletcher
Proprietors	Mrs Sarah Fletcher and Mr Andrew Fletcher
Age Range	2 to 11
Total Number of Pupils	78
Gender of Pupils	Mixed
Early Years Foundation Stage	30
Pupils' Ability	Data provided by the school indicate that the ability of the pupils is broadly in line with the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is ten. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Five pupils have English as an additional language (EAL), of whom two receive additional support.
History of the School	The school, founded in 1997 and opened in 1999, occupies a former Edwardian Sunday School building. The site has been developed to provide accommodation and learning resources for pupils from the age of 2 to 11 years.
Ownership and Governing Structure	The school is a limited company, owned by the headmistress and her husband who acts as bursar; both are responsible for governance and are supported by a Foundation Committee.

School's Details

School Structure	The school has two departments: the Lower School comprises children in the Early Years Foundation Stage (EYFS) and the 5 to 7 year olds; and the Upper School for pupils aged 7 to 11.
Inspection Dates	8 to 9 November 2016

About the Inspection

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. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection⁰. Schools judged not to meet the standards following their inspection 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 and any concerns about quality identified at their previous inspection.

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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety; arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards will be deemed to continue to be met unless evidence to the contrary is found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets almost 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. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1

Quality of education provided

The school measures attainment using national curriculum tests. In the years 2013 to 2015, the results were above the national average for maintained schools.

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 pupil performance is in place.

The standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

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

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils; 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, and there is a strategic approach to risk assessment. A disability access plan is in place.

The school meets most of the safeguarding requirements, and remedied some but not all deficiencies during the inspection. The implementation of arrangements to safeguard and promote the welfare of pupils is not fully effective; full regard is not paid to current statutory guidance in that not all staff have been subject to all of the safeguarding checks that are required prior to commencing work in the school.

The standards relating to welfare, health and safety [paragraphs 7(a) and 9 – 16], the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan) and the ban on corporal punishment under section 548 of the Education Act 1996 are met. The standard relating to safeguarding [paragraph 7b] is not met.

Action point 1

- **the school must ensure that its policy for safeguarding is implemented effectively, so that all required pre-appointment checks are completed in having regard to statutory guidance, prior to the appointment of all staff [paragraph 7(b)]**

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of supply staff and the proprietor.

The school does not make all of the required checks to ensure the suitability of staff before they start work, including checks for barring or prohibition orders from teaching. The central register has not been maintained properly as required, with details of checks and dates not always recorded appropriately.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 18 - 21] are met in part. The requirements set out in paragraph 18.3 regarding ensuring that all checks are carried out prior to commencement of work, and paragraph 21.3(a) regarding the recording of the dates of all required checks on the central register are not met.

Action point 2

- **the school must ensure that all relevant checks on staff are carried out prior to appointment [paragraph 18.3]**

Action point 3

- **the school must record on the central register the dates upon which all the required pre-appointment checks have been made [paragraph 21.3(a)]**

PART 5

Premises of and accommodation at schools

Suitable toilet facilities for pupils are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22 - 31] are met.

PART 6

Provision of information

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 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.

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

PART 7

Manner in which complaints are handled

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.

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

PART 8

Quality of leadership in and management of schools

The proprietors ensure that the leadership and management of the school demonstrate good skills in order to fulfil their general responsibilities but staff recruitment processes do not all meet regulatory requirements.

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

Action point 4

- **the school must ensure that those having leadership and management responsibilities demonstrate good skills and knowledge, and fulfil their responsibilities effectively so that the Independent School Standards are met consistently and the well-being of the pupils is actively promoted [paragraph 34.1(a), (b) and (c)]**

About the Inspection

The inspectors conducted formal interviews with pupils. They held discussions with senior members of staff and with the proprietors. Inspectors visited 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

Dr Alison Primrose

Reporting inspector

Mrs Joanne Farmer

Compliance team inspector (Deputy head, ISA school)