



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**CAVERSHAM PREPARATORY SCHOOL**

**APRIL 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Caversham Preparatory School			
<b>DfE number</b>	870/6009			
<b>Address</b>	16 Peppard Road Caversham Reading Berkshire RG4 8JZ			
<b>Telephone number</b>	01189 478684			
<b>Email address</b>	secretary@cavershamschool.com			
<b>Executive Headteacher</b>	Mrs Jacqueline Lawson			
<b>Headteacher</b>	Mr Chris Neal			
<b>Proprietor</b>	Mr Ian Lawson and Mrs Jacqueline Lawson			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	78			
	<b>Boys</b>	40	<b>Girls</b>	38
	<b>EYFS</b>	12	<b>Key Stage 1</b>	20
	<b>Key Stage 2</b>	46		
<b>Inspection dates</b>	18 to 19 April 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Caversham Preparatory School is an independent co-educational day school for pupils aged 3 to 11 years. Established in 1993, the school is situated in three properties in its own grounds. Since 2009 the school has been owned and managed by Ian and Jacqueline Lawson who together with two other members of the Lawson family are responsible for the governance of the school.
- 1.2 The school comprises three sections: the Early Years Foundation Stage (EYFS) for children aged 3 to 5 years, Key Stage 1, for pupils aged 5 to 7 years, and Key Stage 2, for pupils aged 7 to 11 years.
- 1.3 A new headteacher was appointed in September 2017. During the time of the inspection the senior leadership of the school was in a transition period until the forthcoming retirement of the executive head.

### **What the school seeks to do**

- 1.4 The school aims to provide a happy and stimulating environment in which all pupils can thrive and their potential is fully realised. It seeks to foster an understanding of all faiths and cultures, a respect for one another and for the environment. The school endeavours to encourage self-knowledge and an understanding of what it means to contribute to a strong cohesive community. It seeks to provide a positive culture where pupils are taught that with help they can aim high and succeed.

### **About the pupils**

- 1.5 The majority of pupils come from professional and business families living in the local area. Nationally standardised test data provided by the school indicates that the ability of the pupils is above average. The school has identified five pupils as having special educational needs and/or disabilities, which include dyslexia, dyspraxia and ASD, two of whom receive additional support. No pupils have an education, health and care plan or a statement of special educational needs. English is an additional language for nine pupils, one of whom receives additional support for their English. Data used by the school has identified six pupils as being the most able in the school's population, and the curriculum is modified for them and for three other pupils because of their special talents in the arts and sport.

## 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 uses its own framework of assessments to determine attainment.
- 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 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 standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 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.
- 2.8 Arrangements are not always made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. Staff are unclear about the procedures to follow with regard to reporting concerns about allegations against staff. Safeguarding concerns are not suitably recorded, nor advice sought from external agencies where appropriate. References are not always obtained, and barred list checks and checks for prohibition from teaching orders, when applicable, are not always completed before staff commence working at the school. Appropriate checks and safeguards are not always put in place if a member of staff starts work before an enhanced criminal record certificate has been received. Admission and attendance registers are not maintained in accordance with current statutory guidance, in that the school does not notify its local authority when they are about to add or remove a pupil's name from the school admission register as required.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9 to 14 and paragraph 16, 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) and 15 (admission and attendance registers) are not met.**

**Action point 1**

- the school must ensure that all staff have a secure understanding of safeguarding procedures [Part 3, paragraph 7 (a) and (b)].

**Action point 2**

- the school must ensure that references are received and that barred list checks, and checks for prohibition from teaching orders, when applicable, are completed before staff commence working at the school [Part 3, paragraph 7 (a) and (b)].

**Action point 3**

- the school must ensure that if a member of staff starts work before an enhanced criminal record certificate has been received, all other required checks, including the barred list check, have been carried out and appropriate safeguards, such as loose supervision, are put in place [Part 3, paragraph 7 (a) and (b)].

**Action point 4**

- the school must ensure that all safeguarding concerns are suitably recorded, and where appropriate advice is sought from external agencies [Part 3, paragraph 7 (a) and (b)].

**Action point 5**

- the school must ensure that it notifies its local authority when it adds or removes a pupil's name from the school admission register at non-standard transition points, as required by current statutory guidance [Part 3, paragraph 15].

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

2.10 The school makes appropriate checks to ensure the suitability of proprietors.

2.11 The school has not carried out all the appropriate checks to ensure the suitability of staff and supply staff. The enhanced criminal record certificate is not always obtained before or as soon as practicable after a person's appointment. The school does not always check the enhanced criminal record certificates of supply staff before they commence working at the school. The register does not contain all of the required information, including that relating to supply staff.

2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraph 20 are met but those in paragraph 18 (suitability of staff), paragraph 19 (suitability of supply staff) and paragraph 21 (single central register) are not met.

**Action point 6**

- the school must ensure that the enhanced criminal record certificate is always obtained before or as soon as practicable after a person's appointment [Part 4, paragraph 18(2)(d)].

**Action point 7**

- the school must ensure that it checks the enhanced criminal record certificates of supply staff before they commence working at the school [Part 4, paragraph 19(2)(d)(ii)].

## Action point 8

- the school must ensure that the register of appointments contains all the required information, including that relating to supply staff [Part 4, paragraphs 21(1), 21(5)(a)(i) and (ii), (21(5)(b) and 21(5)(c)].

## PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing 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. Appropriate accommodation for pupils' medical needs is provided, including a suitable washing facility.
- 2.14 The standards relating to the premises and accommodation in paragraphs 22 to 31 are met.

## PART 6 – Provision of information

- 2.15 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, and its results in public examinations, 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.

## PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.

## **PART 8 – Quality of leadership in and management of schools**

2.19 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.20 The standards relating to leadership and management of the school in sub-paragraphs 34 (a) (knowledge and skills), (b) (fulfilment of responsibilities) (c) well-being of pupils are not met.

### **Action point 9**

- the school must ensure that the leadership and management demonstrate good skills and knowledge so that the other standards are consistently met [Part 8, paragraph 34(a)].

### **Action point 10**

- the school must ensure that the leadership and management fulfil their responsibilities effectively so that the other standards are consistently met [Part 8, paragraph 34(b)].

### **Action point 11**

- the school must ensure that the leadership and management actively promote the well-being of the pupils [Part 8, paragraph 34(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 and educational resource areas. 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 Dianne Barratt

Reporting inspector

Mrs Helen Lowe

Compliance team inspector (Head, IAPS school)