



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Oakwood School

February 2020



Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	8
3. Inspection Evidence	9

School's Details

School	Oakwood School			
DfE number	938/6005			
Registered charity number	1105033			
Address	Oakwood School Chichester West Sussex PO18 9AN			
Telephone number	01243 575209			
Email address	office@oakwoodschoo.co.uk			
Headteacher	Mrs Clare Bradbury			
Chair of governors	Mr Richard Geffen			
Age range	2 to 11			
Number of pupils on roll	284			
	EYFS	71	Pre-prep	69
	Prep	144		
Inspection dates	5 to 6 February 2020			

1. Background Information

About the school

- 1.1 Oakwood School is an independent co-educational day school for pupils aged between 2 and 11 years. It was founded in 1912 and moved to its current site outside Chichester in 1946, with the pre-preparatory department opening in 1975. The school is a charitable trust, administered by a board of trustees and a governors' committee.
- 1.2 Since the previous inspection, the senior leadership and management teams have been restructured, a new chair of governors has been appointed, and the nursery, classrooms, library and performing arts facility have been refurbished.

What the school seeks to do

- 1.3 The school aims to provide a family environment and develop happy, confident pupils. It seeks to provide an all-round education of the highest quality to enable pupils to have the best start in life and achieve their potential. It endeavours to inspire pupils with a lifelong love of learning through a broad, creative curriculum intended to challenge, engage, and make the most of the outdoor learning environment.

About the pupils

- 1.4 Pupils come from a range of professional and business family backgrounds, mostly from white British families living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 51 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, social and emotional needs, 24 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 8 pupils, who receive specialist support when required. Data used by the school have identified 38 pupils as being the most able in the school's population, and the curriculum is modified for them and for 38 other pupils because of their special talents in creative art 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 to determine attainment, instead of the national framework.
- 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 to safeguard and promote the welfare of pupils do not have full regard to current statutory guidance. Recruitment procedures, relating to prohibition from teaching checks and references for a small number of part-time staff, club coaches and instructors, have not been correctly undertaken before staff begin work at the school. Written notification from external providers, whose staff work in regulated activity at the school, lack appropriate confirmation that the required recruitment checks have been undertaken. Staff files do not contain the requisite information.
- 2.9 The standards relating to welfare, health and safety in paragraphs 9–16, 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 paragraph 7(a) and (b) [safeguarding] are not met.**

Action point 1

- the school must ensure that prohibition from teaching checks are carried out for all applicable staff and references sought prior to staff starting work [paragraph 7(a) and (b); EYFS 3.7 and 3.9]

Action point 2

- the school must ensure that written notification from external providers, whose staff work in regulated activity at the school, provides appropriate confirmation that the required recruitment checks have been undertaken [paragraph 7(a) and (b); EYFS 3.7 and 3.9]

Action point 3

- the school must ensure that appropriate information relating to the required checks is retained in staff files [paragraph 7(a) and (b); EYFS 3.7 and 3.9]

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

- 2.10 A register of staff appointments is kept as required. The school has not undertaken all required recruitment checks in a timely manner before some staff begin work at the school, specifically those relating to medical fitness. The school does not use supply staff.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 20 and 21 are met but those in paragraph 18(2)(c)(ii) and 18(3) [suitability of staff] are not met.

Action point 4

- the school must ensure that all checks, including medical fitness checks, have been completed before staff commence work at the school [paragraph 18(2)(c)(ii) and 18(3); EYFS requirement 3.9]

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs 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.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.
- 2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.16 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.
- 2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor does not ensure 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. Safeguarding and safer recruitment procedures are not correctly implemented in line with current statutory guidance.

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

Action point 5

- the school must ensure that leadership and management acquire good skills and knowledge to fulfil their responsibilities effectively, so that the standards are consistently met, and pupils' well-being 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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. Inspectors visited the facilities for the youngest pupils 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.

Mrs Sue Bennett

Reporting inspector

Mr David Brown

Compliance team inspector (Deputy head, IAPS school)