



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

ROXETH MEAD SCHOOL

JUNE 2018



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SCHOOL'S DETAILS

School	Roxeth Mead School		
DfE number	310/6064		
Address	Roxeth Mead School Buckholt House 25 Middle Road Harrow on the hill Middlesex HA2 0HW		
Telephone number	020 8422 2092		
Email address	info@roxethmead.com		
Headteacher	Mrs Alison Isaacs		
Proprietor	Mrs Suzanne Goodwin		
Age range	3 to 7		
Number of pupils on roll	42		
	Boys	21	Girls 21
Inspection dates	13 to 14 June 2018		

1. BACKGROUND INFORMATION

- 1.1 Roxeth Mead is an independent pre-prep day school for boys and girls aged between 3 and 7 years, situated in Harrow, north-west London. It was founded in 1859 by the recently widowed Hebe Catherine Prior to educate her own 10 children and the children of some of the masters of Harrow School. It moved into its current premises, next door to the building in which it was established, in 1992.
- 1.2 Since April 2018, the proprietors have been a mother and her two daughters. The current headteacher has been in post since 2006 and was one of the previous owner-directors.

What the school seeks to do

- 1.3 The school sets out to provide a broad educational experience in a nurturing setting where individual qualities are valued. It seeks to enable pupils to grow in confidence and reach their full potential so that they can enjoy a happy and healthy future founded on decency, mutual respect and a love of learning.

About the pupils

- 1.4 Pupils come from a wide range of ethnic groups, mostly living close to the school. Children can join the school's Rookery, for its youngest pupils, on a full- or part-time basis. The school's own assessment indicates that the ability of the pupils is average. The school has identified seven pupils as having special educational needs and/or disabilities, which include dyslexia and social and communication disorders. No pupil in the school has an education, health and care plan or a statement of special educational needs. Many of the children speak another language as well as English at home but only one pupil, whose needs are supported by the classroom teacher, is identified as having English as an additional language.

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 the 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 the 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 and bullying is prevented so far as reasonably practicable. Attendance and admissions registers are maintained as required. Pupils are properly supervised. A disability access plan is in place. Health and safety requirements relating to fire safety and the provision for first aid are met.
- 2.8 Proprietors have not carried out a formal annual review of the safeguarding policy and procedures as required. The implementation and monitoring of some health and safety procedures within the school is not systematic and lacks rigour. Risk assessments for premises are not always implemented, and procedures for trips and visits are not followed consistently
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9, 10, 12, 13, 14 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 [safeguarding], 11 [health and safety] and 16 [risk assessment] are not met.**

Action point 1

- the school remedied some policy deficiencies during the inspection, but in order to achieve full compliance, the proprietors must ensure that they conduct an annual review of the safeguarding policy and the effectiveness of their procedures, and ensure that the safeguarding policy is fully implemented [paragraph 7(a) and 7(b)].

Action point 2

- The school must ensure that the implementation of health and safety policy is effectively monitored and that accurate records are routinely kept [paragraph 11].

Action point 3

- **The school must ensure that the risk assessment policy is effectively implemented with particular regard to the school site and off-site visits [paragraph 16 (a) and (b)].**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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. 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 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 proprietors do 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 thus they do not actively promote the well-being of the pupils.
- 2.19 The standards relating to leadership and management of the school in paragraph 34 is not met.**

Action point 4

- **the proprietors must ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the well-being of pupils is actively promoted and the other standards are consistently met [paragraphs 34(a),(b) and (c)].**

3. INSPECTION EVIDENCE

- 3.1 The inspectors visited all areas of the school, observed lessons, attended assembly and examined samples of pupils' work. They held discussions with members of staff and with the proprietors. The responses of parent pre-inspection questionnaires were analysed. Inspectors examined curriculum and other information made available by the school.

Inspectors

Mr Michael Goodwin

Reporting inspector

Mrs Annette Nightingale

Compliance team inspector (Senior teacher, IAPS school)