

Report for a Progress Monitoring Visit

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| School name | Roxeth Mead School |
| DfE number | 310/6064 |
| Address | Roxeth Mead School Buckholt House 25 Middle Road Harrow on the Hill Middlesex HA2 0HW |
| Joint headteachers | Mrs Suzanne Goodwin and Mrs Sarah Mackintosh |
| Proprietor | Roxeth Mead (Buckholt) Ltd |
| Date of visit | 15 November 2018 |

1. Introduction

Characteristics of the school

- 1.1 Roxeth Mead School is a co-educational independent day school for pupils aged 3 to 7 years, governed by a limited company whose directors are the 2 joint headteachers and the finance manager. The joint headteachers took up their positions in September 2018. There are currently 54 pupils on roll, 30 of whom are in the Early Years Foundation Stage (EYFS). The number of pupils requiring support for special educational needs and/or disabilities is 13. They require support with dyslexia and other conditions. One pupil has an education, health and care (EHC) plan. Two pupils speak English as an additional language. The previous ISI regulatory compliance inspection took place on 13 to 14 June 2018.

Purpose of the visit

- 1.2 This was an announced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the previous regulatory compliance inspection. Additionally, this visit served as a material change visit to assess the school's proposal to increase the age range of pupils from 3-7 to 0-7 years.

| Regulations which were the focus of the visit | Team judgements |
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| Part 1, paragraph 2 and EYFS 1.3 to 1.6 (curriculum) | Met |
| Part 1, paragraph 3 and EYFS 1.3 to 1.6 (teaching) | Met |
| Part 1, paragraph 4 and EYFS 2.3 and 2.6 (framework for pupil performance) | Met |
| Part 2, paragraph 5 (spiritual, moral, social and cultural development) | Met |
| Part 3, paragraphs 7(a) and (b) and EYFS 3.4 to 3.8 (safeguarding) | Met |
| Part 3, paragraph 11 and EYFS 3.54 to 3.56 (health and safety) | Met |
| Part 3, paragraph 16 and EYFS 3.64 (risk assessment) | Met |
| Part 6, paragraph 32 (provision of information) | Met |
| Part 8, paragraphs 34(1)(a) and (b) (quality of leadership and management) | Met |

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2; EYFS 1.3 - 1.6]

- 2.1 The school meets the standards and the requirements.
- 2.2 The school has an appropriate and effectively implemented written policy on the curriculum. This is supported by appropriate plans and schemes of work which do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief. The curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. It gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum includes personal, social, health and economic education (PSHE) which reflects the school's aim and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. The curriculum in the EYFS enables children to make progress across all seven areas of learning and development. The directors have prepared effectively to emphasise the prime areas of communication and language, physical development, and personal, social and emotional development for children aged 0 to 3 years once the proposed material change takes place.

Quality of education provided – teaching [ISSR Part 1, paragraph 3; EYFS 1.3 - 1.6]

- 2.3 The school meets the standards and the requirements.
- 2.4 The proprietor ensures that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. It involves well-planned lessons and effective teaching methods, activities and management of class time. The proprietor further ensures that teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons. Teaching does not discriminate against pupils contrary to Part 6 of the Equality Act 2010, nor undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching in the EYFS considers the individual needs, interests and stage of development of each child, and staff use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. The proprietors have prepared effectively to ensure the provision of suitable teaching for children aged 0 to 3 years once the proposed material change takes place.

Quality of education provided – framework for pupil performance [ISSR Part 1, paragraph 4; EYFS 2.3 and 2.6]

- 2.5 The school meets the standards and the requirements.
- 2.6 The proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place. The school has put in place provision to ensure that in the final term of the year in which each child reaches the age of five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The proprietors have prepared effectively to ensure that practitioners will review the progress of children aged between 2 and 3 years and will provide parents and/or carers with a short written summary of their child's development in the prime areas once the proposed material change takes place.

Spiritual, moral, social and cultural development [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standards.
- 2.8 The proprietor actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The directors ensure that principles are actively promoted which enable pupils to develop their self-knowledge, self-esteem and self-confidence, distinguish right from wrong, and respect the civil and criminal law of England. The school encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely. It furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. The school encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. It also encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England. The proprietor has prepared effectively to ensure that children aged 0 to 3 years will receive suitable provision for their spiritual, social, moral and cultural development once the proposed material change takes place.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7(a) and (b); EYFS 3.4 to 3.8]**Safeguarding policy**

- 2.9 The school meets the standards and the requirements.
- 2.10 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. Since the previous inspection the policy has been re-written to ensure that it has regard to the most recent statutory guidance, *Keeping Children Safe in Education (KCSIE) (September 2018)*. The policy identifies the proprietor's responsibility for the oversight of safeguarding, and is further supported by suitable guidance covering the safe recruitment of staff, whistleblowing, a staff code of conduct and information on how pupils are educated about online safety. The policy includes appropriate guidance to direct staff.

Safeguarding implementation

- 2.11 The school meets the standards.
- 2.12 The school implements the safeguarding policy effectively and in line with current statutory guidance. Safeguarding procedures are well managed and follow local authority guidance, ensuring the welfare of pupils. Appropriate procedures are in place to support pupils in need. There are suitable arrangements for listening to pupils, and child-protection records are held securely with the required confidentiality. The designated safeguarding lead (DSL) and deputy DSLs have recent safeguarding training, including inter-agency training, approved by the local authority. All other staff receive regular and appropriate safeguarding training, which includes the dangers of extremism and radicalisation. They have a clear understanding of their responsibilities and are aware of how to refer concerns. They understand that anyone can make a referral to the children's services. All staff have received a copy of *KCSIE* Part 1, Part 5, and Annex A. Staff are trained in and aware of the revised safeguarding policy. They report that they receive informal updates from the DSL and additional checking to confirm their understanding of procedures. Staff understand proper procedures for reporting any allegations about staff that may come to their attention. Leaders understand the need to report any allegations against staff to the Disqualification and Barring Service (DBS) and/or Teaching Regulation Agency (TRA) when appropriate. Since the previous inspection the proprietor has conducted an annual review of the safeguarding policy the effectiveness of their procedures using the local authority's safeguarding audit tool, and so ensured that the safeguarding policy is fully implemented.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; EYFS 3.54 to 3.56]

- 2.13 The school meets the standards and the requirements.
- 2.14 The school ensures that a suitable approach towards ensuring the health and safety of pupils is in place. The health and safety policy contains appropriate content and guidance. Staff receive appropriate and regular training in health and safety. Logs show systematic recording of all maintenance, testing, and internal and external checks, and portable electrical appliance and fixed wire testing, and gas services checks are all up to date and in place. Suitable checks for asbestos are made and sufficient records are kept to verify the maintenance, examination and testing of the water systems. Since the previous inspection, the health and safety policy has been re-written and implemented effectively. In addition, the school has ensured that the implementation of the health and safety policy is effectively monitored and that accurate records are routinely kept.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; EYFS 3.64]

- 2.15 The school meets the standards and the requirements.
- 2.16 The school ensures that the school meets all risk assessment requirements. It has a systematic and thorough approach towards risk assessment. All staff receive appropriate training in risk assessment, and the facilities department conducts risk assessments for all activities and areas of the environment. External specialists carry out risk assessments for fire safety, gas safety, electrical safety, legionella and asbestos. Since the previous inspection, the risk assessment policy has been re-written, risk assessment templates have been available and in use, and appropriate risk assessments have been carried out for the school site and off-site trips and outings, including any made by children in the early years.

Provision of information [ISSR Part 6, paragraph 32]

- 2.17 The school meets the standards.
- 2.18 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34 (1)(a) and (b)]

- 2.19 The school meets the standards.
- 2.20 The proprietor ensures 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. In particular, proprietors and school leaders have fully implemented the action plan submitted following the previous regulatory compliance inspection. Since the previous inspection a new leadership structure has been put into in place, along with the introduction of a system of annual appraisal. The school has registered with Ofsted in preparation to provide a registered early years setting.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

4. Conclusion

- 4.1 It is recommended that the school's proposal to increase their age range from 3 to 7 to 0 to 7 years be approved, subject to successful completion of the EYFS registration process with Ofsted.

5. Summary of evidence

Written materials

- Safeguarding policy
- Arrangements to educate pupils about safeguarding including e-safety, bullying, and taking responsibility for their own behaviour (including PSHE schemes of work)
- Sample risk assessments, including of the school site, visits, outings, and those relating to the Early Years Foundation Stage (EYFS)
- The code of conduct for staff
- The school development plan
- Minutes with regard to the annual review of the safeguarding/child-protection policy and procedures
- The curriculum, teaching and spiritual, moral, social and cultural development (SMSC) and PSHE policies
- Health and safety policy
- Risk assessment policy
- The written recruitment procedure
- Curriculum documentation, including EYFS curriculum documentation, and PSHE scheme of work
- Examples of EYFS assessment documentation

Meetings with school personnel

- Introductory meeting with joint headteachers and proprietors - to discuss arrangements for the day and to provide initial thoughts on areas specified as focus for the visit
- Meeting with the DSL – to discuss implementation of safeguarding policy, training and induction of new staff
- Meeting with member of staff responsible for health and safety and risk assessment (if available) - to discuss health and safety and risk assessment, and to review the school's records of health and safety checks, training records, risk assessments and accident log
- Meeting with joint headteachers and proprietors - to discuss the curriculum, teaching, the framework for pupil performance and the spiritual, social, moral and cultural development of pupils
- Meeting with the joint headteachers and proprietors - to discuss the extension of the early years setting to include children aged 0 to 2 years and the implementation of EYFS learning and development requirements
- Meeting with joint headteachers and proprietors - to discuss proprietorial oversight of safeguarding, health and safety, risk assessment, and progress in dealing with the action points from the previous inspection
- Meeting with a selection of teaching and non-teaching staff selected by the inspectors - to check implementation of the safeguarding, health and safety, and risk assessment policies
- Meeting with joint headteachers and proprietors - to review outcomes of the inspection

Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation
- Interviews with six Reception and Year 1 pupils, chosen by the inspectors
- A tour of the school, including the early years setting
- Meeting of inspectors
- Meetings with school personnel (as detailed) above