



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ST ANDREW'S SCHOOL**

**DECEMBER 2017**



## CONTENTS

<b>CONTENTS</b>	<b>2</b>
<b>SCHOOL'S DETAILS</b>	<b>3</b>
<b>1. BACKGROUND INFORMATION</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. REGULATORY COMPLIANCE INSPECTION</b>	<b>5</b>
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	6
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	7
<b>THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>8</b>
Overall effectiveness: the quality and standards of the early years provision	8
Effectiveness of leadership and management	8
Quality of teaching, learning and assessment	10
Personal development, behaviour and welfare	11
Outcomes for children	12
Compliance with statutory requirements	13
Recommendation for further improvement	13
<b>3. INSPECTION EVIDENCE</b>	<b>14</b>

## SCHOOL'S DETAILS

<b>School</b>	St Andrew's School			
<b>DfE number</b>	822/6006			
<b>Registered charity number</b>	307531			
<b>Address</b>	St Andrew's School 78 Kimbolton Road Bedford Bedfordshire MK40 2PA			
<b>Telephone number</b>	01234 267272			
<b>Email address</b>	standrews@standrewsschoolbedford.co.uk			
<b>Principal</b>	Mr Ian Daniel			
<b>Chair of governors</b>	Mr Graham Bates OBE			
<b>Age range</b>	0 to 16			
<b>Number of pupils on roll</b>	252			
	<b>Boys</b>	54	<b>Girls</b>	198
	<b>EYFS</b>	112	<b>Juniors</b>	55
	<b>Seniors</b>	85		
<b>Inspection dates</b>	6 to 7 December 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 St Andrew's School is an independent day Nursery and school for boys aged 6 weeks to 11 years and girls aged 6 weeks to 16 years. The school is a charitable trust administered by a board of governors who also have responsibility for Rushmoor School, Bedford.
- 1.2 The school was founded in 1896 as a boarding school for girls. It is divided into a Nursery for children from six weeks to aged 4, a junior school for pupils in Reception to Year 6, and a senior school comprising Years 7 to 11, with sixth form provision at Rushmoor School.
- 1.3 Since the previous inspection, the school has formed an alliance with Rushmoor School, Bedford. Since 2016 it has offered post-16 education to boys and girls in a sixth form run in alliance with Rushmoor School.

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

- 1.4 The school aims to maintain a community spirit and to encourage high academic standards in a caring, calm, nurturing and challenging environment of traditional values. It seeks to encourage praise and celebrate all achievement, creating a happy caring school. The school aims to encourage pupils so that they achieve their potential and develop into well-rounded individuals, confident and ready to enter the next stage of their development.

### **About the pupils**

- 1.5 Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The number of pupils identified by the school as requiring support for special needs or disabilities (SEND) is fifty-nine. They require support for a range of individual needs which include dyslexia and dyspraxia. Two pupils have a statement of special educational needs or an educational, health and care (EHC) plan. Seven pupils have English as an additional language (EAL) whose needs are supported by their classroom teachers. A further forty-four pupils are identified as the most able in the school and the curriculum is modified for them.

## 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2016, performance has been in line with the national average for maintained schools.
- 2.4 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

### **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 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.

**2.15 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 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.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.20 The overall effectiveness of the early years provision is outstanding.
- 2.21 The school enables all children including those with high ability, SEND or EAL to make exceptional progress so that they are ready for the next stage of their learning. Great attention is paid to identifying and meeting the needs of all children, and the inclusive setting is welcoming and supportive for all.
- 2.22 Children's personal and emotional development is outstanding. They are clearly happy, secure and ready to move confidently to the next stage of their learning.
- 2.23 All staff share a clear understanding of their responsibilities in nurturing, protecting and educating the children in their care. All requirements of the Early Years Foundation Stage (EYFS) framework including for safeguarding and welfare are fully met, and a strong commitment to children's pastoral well-being is evident throughout the setting. The outstanding outcomes for children are the result of the knowledgeable, inspiring and highly effective leadership and management that has established rigorous and supportive systems of monitoring, evaluation and assessment. The strong commitment to continuous improvement results in excellent outcomes for all children at the school.

### **Effectiveness of leadership and management**

- 2.24 The effectiveness of leadership and management is outstanding.
- 2.25 Under the guidance of the governors and senior leadership team, the management of the early years registered setting demonstrates a thoughtful and ambitious vision for the children in their care. Theoretical approaches to early years education are effectively evaluated and used to devise strategies to engage and extend children's learning. Professional practice demonstrates an excellent understanding of the children's development and how their learning can be promoted and extended. Leadership demonstrates outstanding care in developing and nurturing staff, who respond positively and speak highly of the support from and dialogue with leaders, and of the opportunities for reflection, evaluation and professional development.
- 2.26 A continuous, highly effective system of self-evaluation is in place. All staff are encouraged to contribute at regular meetings so that all aspects of their practice are reviewed and appraised, and realistic and achievable targets are set for future improvement. Regular discussion with parents, particularly prior to the focus weeks when individual children are assessed, is used to inform planning. Learning programmes are stimulating, wide ranging and relevant to the needs and interests of all children. Imaginative use of children's interests is used to devise opportunities that develop and extend their learning. Parents interviewed during the inspection indicated that they feel welcome into the school and that the information they receive about their children's progress and activities is most helpful. Parents felt that staff are very approachable and know their children well.
- 2.27 The stimulating curriculum which is built on the interests of the children enables high levels of motivation and engagement that provide an excellent start so that children are well prepared for the next stage of learning. Excellent standards of behaviour were observed, including in the youngest children, as a result of the high levels of engagement and warm supportive relationships apparent throughout the setting. The focus on developing independence and the exercise of choice is explicitly linked to British values such as democracy. Specialists within the school successfully support children with SEND or EAL through carefully targeted provision that is matched to their individual needs. Leadership and management ensure that all children are provided with the extra help and resources where needed to enable them to reach the expected levels.



- 2.28 The values of respect, tolerance and kindness are actively promoted in all activities within the setting and children respect each other's differences. Leadership and staff ensure that the behaviour of the children is managed effectively and it is successful in discouraging any form of bullying.

**Quality of teaching, learning and assessment**

- 2.29 The quality of teaching, learning and assessment is outstanding.
- 2.30 All staff have consistently high expectations for the children in their care, including the most able and those with special needs. Staff have an excellent understanding of how young children develop, including the need for security based on warm and strong relationships. They are skilled at developing all areas of learning, with particular emphasis on social and emotional development and communication skills. Early mathematical and language skills are developed through comparing the size of similar objects, so that understanding is natural and unforced. The outdoor areas provide a limited range of activities that challenge and stimulate children's imagination and engagement.
- 2.31 Excellent assessment is apparent. Focus weeks provide one of the means by which progress is communicated to parents along with ideas and suggestions for next steps. Teaching and learning activities are highly effective due to the close attention paid by staff to children's individual interests and learning styles. Parents are asked about their children's interests and most recent visits or events, and these provide the basis for planning of focus weeks. Staff skilfully use such information to foster engagement and extend learning throughout the group. Children whose progress gives rise to concern are quickly identified and provided with additional support, including from external agencies when appropriate.
- 2.32 Children develop a strong sense of their own agency as assessment and activities are based on children's interests and adults follow the children's suggestions. This in turn develops stronger relationships between adults and children as self-esteem is nurtured and fostered. Excellent communication with parents including contact books, emails, handover logs, and play and stay sessions arranged on Saturdays so that all the family can attend contribute to a mutually supportive learning experience that develops secure, happy and confident learners.
- 2.33 The school constantly demonstrates that it values the individuality of each child, recognising and celebrating the diversity of children's cultural backgrounds through their exploration of stories, festivals and foods. The respect provided to different cultures and ways of life is clearly represented in displays.
- 2.34 Teaching in the early years provides an outstanding preparation towards the next stage of children's learning.

**Personal development, behaviour and welfare**

- 2.35 The personal development, behaviour and welfare of children are outstanding.
- 2.36 Staff have a strong commitment to learning that is reflected in the warm, bright attractive rooms where the children's needs are clearly paramount, with all furnishings and equipment accessible and child-centred. Attractive displays which frequently feature photographs of the children show the children that they and their activities are valued and appreciated.
- 2.37 Children are confident and happy to approach visitors, and exhibit extremely high levels of concentration. Adults praise children's achievements by using vocabulary and phrases that focus on characteristics of effective learning, so that even the youngest children begin to understand what learning involves, such as making choices and to keep on trying. Children clearly enjoy their time in the early years setting. Attractive and inviting activities encourage children to explore, while appropriate furniture allow a high level of independence. Adults serve snacks and meals at the children's level, rather than using high chairs. Beautifully designed sleeping pods allow children to choose if they want a nap.
- 2.38 Excellent relationships enable the development of strong resilience. Children are secure and well prepared for transitions. Parents interviewed during inspection were highly appreciative of the gradual move from one room to another, giving the children plenty of time to develop relationships with new staff and children.
- 2.39 Strong relationships allow children to develop a sense of security. Children who at the end of the day saw others being collected appeared extremely happy to continue playing with the adults and remaining children. Effective monitoring procedures are in place to ensure prompt and regular attendance, and parents are contacted if a child is absent without notification.
- 2.40 Children demonstrate excellent behaviour in their rooms and the outdoor areas, led by gentle guidance from the staff. They are sensitive to the needs of each other, such as by pointing out to staff that another child had not had their turn, and demonstrate a high level of empathy. Their play demonstrates excellent kindness and sharing, and they are confident when interacting with each other.
- 2.41 Children display excellent understanding of the importance of healthy eating, and their behaviour demonstrates developing understanding of how to keep safe. Children are beginning take some responsibility for their own personal hygiene by rolling up their sleeves so that they can wash their hands before eating.

**Outcomes for children**

- 2.42 The outcomes for children are outstanding.
- 2.43 All children progress extremely well from their differing starting points. Their next steps are carefully planned by the member of staff responsible for each individual and are matched to their stage of development. The dedicated leaders and staff provide stimulating learning opportunities and outstanding care which results in all children meeting and very often exceeding the levels of development typical for their age.
- 2.44 The babies are encouraged to explore their environments, and as they learn to crawl they are able to independently access a wide range of toys and resources. Toddlers select resources and equipment that enables them to engage in their chosen activity with obvious enjoyment and enthusiasm. They enjoy stories and engage energetically in songs. Gross motor skills are further developed by the opportunity to run and jump, or kick and throw balls. Their fine motor skills are developed in a variety of ways whether using a computer mouse to make pictures or by the use of other media to draw and shade. As they progress through the setting, they are extremely well prepared for the next stage of their education.

### **Compliance with statutory requirements**

**2.45 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Provide a greater range of activities in the outdoor areas that challenge and stimulate children's imagination and engagement.

### 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 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

Mr Roger Tapping	Reporting inspector
Mr Phil Stapleton	Compliance team inspector (Head, HMC school)
Mrs Eithne Webster	Co-ordinating inspector for early years (Former teacher, IAPS school)
Mrs Jane Sheppard	Team inspector for EYFS (Head of prep, IAPS school)