

REGULATORY COMPLIANCE INSPECTION

HOPELANDS PREPARATORY SCHOOL

JUNE 2017



SCHOOL'S DETAILS

School	Hopelands Preparatory School			
DfE Number	916/6051			
Registered charity number	2598202			
Address	Hopelands School 38 Regent Street Stonehouse Gloucestershire GL10 2AD			
Telephone number	01453 822164			
Email address	enquiries@hopelands.org.uk			
Headteacher	Mrs Sheila Bradburn			
Chair of governors	Mr Richard James			
Age range	4 to 11			
Number of pupils on roll	87			
	Boys	29	Girls	58
	EYFS	6	Juniors	81
Pupils' ability	The school's own assessment indicates that the ability of pupils on entry is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is nine. They require support with dyslexia, dyspraxia, MLD, speech and language, gross and fine motor skills, and other emotional needs or physical symptoms. None have a statement of special educational needs or an education, health and care (EHC) plan. No pupils have English as an additional language (EAL)			
History of the school	The school was founded in 1954 on its present site, based in a Victorian house with modern additions on the edge of the town of Stonehouse. The school aims to provide an education that enables pupils to achieve their academic potential in a caring environment with strong family values.			

Ownership and governing structure	The school was registered as a company limited by guarantee in 1991, and became a charitable trust with a board of governors in 1992.
School structure	Hopelands Preparatory School is a day school which educates boys and girls aged between four and eleven.
Inspection dates	21 to 22 June 2017

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. *Ofsted monitors the work of independent inspectorates on behalf of the DfE, including a sample of inspections, and you can find the latest report on the work of ISI on the Ofsted website.*

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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 following their inspection 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 and any qualitative concerns identified at their previous inspection.

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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#).

SUMMARY EVALUATION

The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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

The school uses its own framework to determine attainment, instead of the national framework.

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.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to promote the welfare of pupils; 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.

Arrangements to safeguard the pupils are not fully in place; in a small number of cases the required recruitment checks for suitability of staff were not completed prior to the post holder starting work. Arrangements do not have regard to guidance issued by the Secretary of State.

The standards relating to welfare, health and safety in paragraphs 6 and 8-16, 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 sub-paragraphs 7(a) and (b) are not met.

Action point 1

- the school must ensure that the guidance issued by the Secretary of State is followed when recruitment checks on staff are carried out. [sub-paragraphs 7(a) and (b)]

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. The checks for staff are not always completed prior to the start of work and entries on the register are not always accurate.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2), 19, 20 and 21 are met but those in paragraph 18(3) are not met.

Action point 2

- **the school must ensure that checks on the suitability of staff are completed before a member of staff starts work. [paragraph 18(3)]**

PART 5

Premises of and accommodation at schools

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.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6

Provision of information

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.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

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.

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

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management actively promote the well-being of the pupils.

The proprietor does not always ensure that the leadership and management demonstrate good skills and knowledge in respect to completing suitable checks on staff prior to starting work and ensuring that entries in the register are completed accurately. The proprietor does not always ensure that the leadership and management fulfil their responsibilities effectively, so that the other standards are consistently met.

The standard relating to leadership and management of the school in sub-paragraphs 34(b) and (c) are met but those in sub-paragraph 34(a) are not met.

Action point 3

- **the school must ensure that leadership and management have the required knowledge and skills to ensure that the Independent School Standards are met. [sub-paragraph 34(a)]**

ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Vivien Sergeant

Reporting inspector

Dr Sarah Welsh

Compliance team inspector (Head, ISA school)