

DAIR HOUSE SCHOOL

REGULATORY COMPLIANCE INSPECTION

22 TO 23 NOV 2016



School's Details

Full Name of School	Dair House School
DfE Number	825/6014
Registered Charity Number	270719
Address	Dair House School Bishops Blake Beaconsfield Road Farnham Royal Buckinghamshire SL2 3BY
Telephone Number	01753 643964
Email address	head@dairhouse.co.uk
Head	Mr Terence Wintle
Chair of governors	Mrs Jane Masih
Age Range	3 to 11
Total Number of Pupils	129
Gender of Pupils	Mixed (77 boys; 52 girls)
Pupils' Ability	Standardised test data provided by the school for Years 1 to 6 indicate that the ability of pupils is above the national average.
Pupils' Needs	The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is 27. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. No pupil has English as an additional language (EAL).
History of the School	Founded in 1932, the school moved to its present site in the late 1950s. In 1975 the parents bought the school from the proprietor and created the present charitable trust. Since the last inspection in 2010, a new chair of governors has been appointed.
Ownership and Governing Structure	The board of governors is composed of former parents, local business and legal professionals, and educationalists who oversee the governance of the school and meet once a term. There are sub-committees for education, child protection, finance and grounds.

School's Details

School Structure

Dair House School is a co-educational day school for boys and girls aged from 3 to 11 years. It is divided into three departments: the EYFS for Nursery and Reception children, Key Stage 1 for pupils in Years 1 and 2, and Key Stage 2 for those in Years 3 to 6. Key Stage 1 and Key Stage 2 have one class per year group, except Year 5 which has two.

Inspection Dates

22 to 23 Nov 2016

About the Inspection

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. 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 concerns about quality 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](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets almost 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. In order to meet all the standards, the school should take immediate action to remedy the 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 pupil 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

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. The school pays careful attention to most areas of safeguarding and staff have undertaken suitable safeguarding training at a level appropriate to their roles. 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.

The school has not fulfilled all the requirements of the statutory guidance in Keeping Children Safe in Education September 2016, which states that all safeguarding checks must be carried out before staff take up their posts. A separate check against the barred list has not always been obtained for any member of staff whose criminal records check has not arrived before starting work.

The standards relating to welfare, health and safety in paragraphs 9 - 16 and the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan) and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but the standard relating to paragraph 7 (safeguarding) is not met.

Action point 1

- the school must ensure that all of the safeguarding checks on prospective employees are completed before they start work [paragraph 7(a) and 7(b), and as required by Keeping Children Safe in Education].

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of employed staff and proprietors and a register is kept as required.

Some of the required checks on employment history and medical fitness have not been carried out on visiting staff. The school began the process of rectifying these omissions during the inspection.

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

Action point 2

- the school must ensure that all the required checks have been carried out on visiting staff before they start work and that these checks are recorded appropriately on the centralised register [paragraphs 18(2)(a), 18(2)(b), 18(2)(c)(ii) and 21(3)(a)(iv)].

PART 5

Premises of and accommodation at schools

Suitable toilet and washing facilities for pupils and appropriate accommodation for their medical 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. They also include particulars of the destinations of school leavers 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.

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 leadership and management promote the well-being of the pupils.

Insufficient attention has been paid to ensuring that leadership and management demonstrate good skills and management, and that they fulfil their responsibilities effectively in order to ensure that the Independent School Standards are met consistently with respect to checks necessary for staff recruitment.

The standard relating to leadership and management of the school in paragraph 34(1)(c) is met but those relating to demonstrating good skills and knowledge appropriate to their role in paragraph 34(1)(a) and to the fulfilment of their responsibilities effectively in paragraph 34(1)(b) are not met.

Action point 3

- **the school must ensure that governors, leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively so that the Independent School Standards are met consistently [paragraphs 34 (1)(a) and 34(1)(b)].**

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

Mr Kim Parsley

Reporting Inspector

Mr Stephen McKernan

Compliance Team Inspector (Headmaster, IAPS school)