



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**Rastrick Independent School**

**November 2018**



## Contents

<b>Contents</b>	<b>2</b>
<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
<b>About the school</b>	<b>4</b>
<b>What the school seeks to do</b>	<b>4</b>
<b>About the pupils</b>	<b>4</b>
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
<b>Preface</b>	<b>5</b>
<b>Key findings</b>	<b>6</b>
<b>PART 1 – Quality of education provided</b>	<b>6</b>
<b>PART 2 – Spiritual, moral, social and cultural development of pupils</b>	<b>6</b>
<b>PART 3 – Welfare, health and safety of pupils</b>	<b>6</b>
<b>PART 4 – Suitability of staff, supply staff, and proprietors</b>	<b>6</b>
<b>PART 5 – Premises of and accommodation at schools</b>	<b>7</b>
<b>PART 6 – Provision of information</b>	<b>7</b>
<b>PART 7 – Manner in which complaints are handled</b>	<b>7</b>
<b>PART 8 – Quality of leadership in and management of schools</b>	<b>7</b>
<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	9
Personal development, behaviour and welfare	10
Outcomes for children	10
Compliance with statutory requirements	11
Recommendation for further improvement	11
<b>3. INSPECTION EVIDENCE</b>	<b>12</b>

### School's Details

<b>School</b>	Rastrick Independent School			
<b>DfE number</b>	381/6007			
<b>Address</b>	Ogden Lane Rastrick Brighouse West Yorkshire HD6 3HF			
<b>Telephone number</b>	01484 400344			
<b>Email address</b>	info@rastrick-independent.co.uk			
<b>Headmistress</b>	Mrs Susan Vaughey			
<b>Proprietor</b>	Mrs Susan Vaughey			
<b>Age range</b>	0 to 16			
<b>Number of pupils on roll</b>	71			
	<b>Boys</b>	42	<b>Girls</b>	29
	<b>EYFS</b>	23	<b>Prep</b>	50
	<b>Grammar</b>	8		
<b>Inspection dates</b>	21 to 22 November 2018			

## 1. Background Information

### About the school

- 1.1 Rastrick Independent School is a co-educational day school for pupils between the ages of 0 and 16. It was founded by the current headmistress in 1994 on the site of the Rastrick Grammar School. The senior school for pupils aged 13 to 16 was opened in 2004. The school is a privately owned company and the headmistress is the sole proprietor. Three 'critical friends' support the proprietor in an advisory capacity.
- 1.2 Phoenix House Nursery, catering for children from birth to the age of two, occupies a purpose-built single-storey building set in the school's grounds. The pre-preparatory department, for children aged 2 to 4 years, is in the adjacent Close Lea House. The preparatory school, for children aged 4 to 11 years, includes Reception, the final years of the Early years Foundation Stage (EYFS), and pupils aged 11 to 16 attend the grammar school.

### What the school seeks to do

- 1.3 The school aims to offer a rounded education in which art, music, sport and other activities are valued as much as academic success. It welcomes children with special educational needs and aims to enable all children to learn, meet their goals, flourish as individuals and develop socially and educationally, to the very best of their ability in a safe and secure environment.

### About the pupils

- 1.4 Pupils come from a variety of ethnic backgrounds, reflecting the diversity of the local population. They attend from within a 20-mile radius of the school, which includes the towns of Huddersfield, Halifax, Bradford, Brighouse and Wakefield. The school's own assessment indicates that the ability of the pupils is in line with the national average overall, with a wide spread of ability. The school has identified 18 pupils as having special educational needs and/or disabilities, which include dyslexia and dyscalculia, all of whom receive support for their learning. Four pupils have an education, health and care plan or statement of educational needs. There are no pupils for whom English is an additional language. Data used by the school have identified three pupils as being the more able in its population, 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](#), [National Minimum Standards for Boarding Schools](#), [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 measures attainment using national curriculum tests. In the years 2015 – 2017, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2015 to 2017, 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 and changing facilities, and showering facilities where required by the standard, 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 any 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, 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 All children under the age of two including those with particular needs progress rapidly from carefully documented starting points, which are informed by initial meetings with parents and accurate and focused observations by key people. Staff know the children for whom they take key responsibility exceptionally well and enable them to gain the confidence and skills to prepare them for the next stage in their education.
- 2.22 Children's individual needs are extremely well met. Systems in place to identify children with additional needs are highly effective and overseen by experienced and well-qualified staff. They clearly understand children's individual learning needs and provide excellent support. Carefully planned activities throughout the setting reflect children's interests in addition to meeting any of their special needs. Staff make very good use of the setting's resources.
- 2.23 Children's personal and emotional development and well-being is given high priority and consequently they forge excellent relationships with staff and feel happy and secure in their environment. Children separate quickly from their parents and settle easily with their key person. Each child benefits from high-quality individual time with adults who ensure that they are safe, happy and secure.
- 2.24 The requirements for children's safeguarding and welfare are fully met. Members of staff are appropriately trained and aware of their responsibilities regarding safeguarding and have a thorough understanding of how to keep children safe.
- 2.25 Leaders and managers ensure that the standard of provision is high. All policies are implemented well and all necessary checks on staff have been undertaken, ensuring that all children receive the best possible support and care. Self-evaluation is consistent and the setting's development plan highlights realistic targets for continuous improvement that improves children's life chances

### **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

- 2.26 The effectiveness of leadership and management is outstanding.
- 2.27 Strong and effective leadership results in an enthusiastic and strong staff team who share an ambitious vision to provide high-quality education and exemplary levels of care.
- 2.28 A cycle of one-to-one supervision meetings and appraisals for staff is in place which ensures that they are extremely well supported in their roles as key people. Training needs are identified and met; this focus on continuing professional development of staff impacts positively on children's learning and development. Responses to the pre-inspection questionnaire and comments from parent interviews during the inspection were overwhelmingly positive.
- 2.29 Self-evaluation is strong. Leaders evaluate the quality of provision and outcomes for children through robust collaborative reflection. The views of staff and parents are an important part of the evaluation process. Staff continually strive to improve the provision for care and learning to ensure that children receive an excellent start to their education.
- 2.30 Staff have excellent knowledge of the EYFS regulatory requirements. Learning programmes provide a broad and relevant curriculum, focusing on the prime areas of learning. Meticulous tracking of personal achievements against developmental goals ensures that children are very well prepared for the next stage in their learning. Planning is monitored against assessment data to ensure that learning experiences are matched to individual needs and interests.

- 2.31 Appropriate resources are provided to stimulate children's awareness of other cultures. Equality of opportunity, diversity, and British values of respect and tolerance are woven into everyday experiences and routines. Poor behaviour is effectively managed, and staff act as excellent role models of the high standards expected. In this way, even the youngest children learn to respect each other.
- 2.32 Procedures for safeguarding are fully adhered to across the setting. Staff undertake regular safeguarding training, including training to prevent radicalisation and extremism, and they are highly aware of the actions to be followed if there is cause for concern. Comprehensive policies and risk assessments ensure that children are kept safe. Procedures at the start and at the end of the day also help to ensure a safe environment for all children.

### **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

- 2.33 The quality of teaching, learning and assessment is outstanding.
- 2.34 Practitioners have a secure knowledge of the age group with which they work. They set high expectations, know the children extremely well and have an excellent awareness of the range of their needs, which they support extremely well. They sensitively engage with the children to promote and extend their learning. Excellent knowledge of EYFS statutory requirements and the needs of young children underpin all that they do. They successfully apply their knowledge and understanding of age-appropriate goals for individual children and seek further training if required.
- 2.35 Assessment data is continually gathered through photographs and written observations and is kept carefully in the children's learning journals. Staff make excellent use of these assessments to aid planning for next steps for future learning, and careful monitoring ensures these steps are taken. Before starting Nursery, parents are able to share information about their children which strengthens the assessment process.
- 2.36 Excellent relationships with parents enable information about the children to be exchanged seamlessly at handover times as well as 'wow moments' from school and home. Staff share summaries of children's development and next steps at twice-yearly parents' evenings and informally at handovers. The practice of seeking more formal information from parents regarding sharing experiences of their child's developmental progress at home is not yet fully established.
- 2.37 Daily communication sheets provide parents with food and sleep information. A comprehensive Nursery-specific information pack provides clear information about the setting. Interactions between staff and children are timely and purposeful and help to extend children's understanding and development. Praise and encouragement are used effectively to help children understand when they are doing well and how to develop their learning skills.
- 2.38 High-quality teaching and support ensure that children acquire the necessary skills for future learning. For example, during an adult-led activity a child demonstrated his developing language skills by attempting to name the zoo animals.
- 2.39 The curriculum is structured to provide all children with equal opportunities to develop into enthusiastic and independent learners. Progress checks at age two highlight any potential concerns and well-established links with local agencies ensure that advice can be swiftly obtained.

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- 2.40 The personal development behaviour and welfare of children are outstanding.
- 2.41 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of the children's independence and their sense of curiosity. By focusing on individual needs of children, a secure and happy environment has been developed which enables children to be highly successful learners. Children are happy to take risks to succeed in mastering new skills, for example a child holding on to the rail and descending the stairs independently.
- 2.42 Achievement is valued and celebrated, and children are praised when they have a go or succeed by 'wow moments' thus raising their confidence. Children demonstrate great confidence in their surroundings, using their increasing ability to feed themselves and attempt to put on their shoes and thus developing skills for the future. They are happy to explore the excellent range of learning opportunities provided, and relish opportunities to use their imagination, for example a child feeding a baby with a bottle and rocking it to sleep.
- 2.43 Introductory taster visits help new children settle smoothly into the setting's routines and careful consideration is given to preparing children both socially and emotionally for the move to their next class. A photo board helps parents identify the adults who care for their children. The strong key person system ensures warm relationships and close bonds with children and their families. Well-established routines enable children to feel safe and secure emotionally and physically. For example, before lunch children know they must put on aprons and some are beginning to do this with little adult support.
- 2.44 Excellent behaviour is encouraged by vigilant staff. Careful supervision ensures that children treat each other kindly and any incidences of challenging behaviour are quietly addressed, such as reminding children about kind hands. Members of staff use a gentle manner, consistent approach and act as very good role models for the standard of behaviour expected. Children of all ages are encouraged to share resources and take turns and are content to play alongside each other.
- 2.45 Prompt and regular attendance is promoted and any absences are followed up quickly.
- 2.46 Nutritious food including fresh fruit ensures that children have a balanced and healthy diet tailored to their needs. Staff discuss healthy foods and the children gain an awareness of healthy eating. Regular time is spent outdoors ensuring that children develop an understanding of the importance of fresh air and exercise.
- 2.47 Children are taught to respect each other and are beginning to develop an understanding of how they can contribute to wider society and life in Britain for example, by raising money for charities.

**OUTCOMES FOR CHILDREN**

- 2.48 Outcomes for children are outstanding.
- 2.49 The dedicated staff provide stimulating learning opportunities and outstanding care which results in almost all children meeting or exceeding the level of development that is typical for their age and starting point, thus enabling them to be ready for the next stage in their learning.
- 2.50 Children explore their environment with determination and excitement in response to the personal encouragement and individual care given to each child. They enjoy playing in the Home Corner and sharing this experience with adults, making them food and cups of tea thereby developing imagination, independence, social and physical skills.

- 2.51 They are curious and happy as they self-select their activities. They enjoy exploring a range of musical instruments showing great delight when pressing the keys on the piano to make music and initiating their own learning by exploring and investigating different sounds. Children listen attentively to stories and sing along with familiar songs and join in with action rhymes, developing their physical skills, imagination and self-confidence. Children are encouraged to feed themselves and with adult support pour their own drinks. They love to play alongside each other and use a familiar adult as a secure base to grow in independence.
- 2.52 The development of children's communication and language development is highly effective as a result of staff interacting with them, using effective questioning techniques, and modelling language for them.
- 2.53 All children are developing the key skills needed for their next stage of learning in a highly effective manner.

### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

- 2.54 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:

- Strengthen partnerships with parents by supporting them in taking children's learning forward at home.

### 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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mrs Janet Pickering	Reporting inspector
Mr Chris Emmott	Compliance team inspector (Head, ISA and IAPS school)
Mrs Val Holloway	Co-ordinating inspector for early years (Former head of Nursery, IAPS school)