



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**TALBOT HOUSE PREPARATORY SCHOOL**

**NOVEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Talbot House Preparatory School			
<b>DfE number</b>	837/6005			
<b>Address</b>	8 Firs Glen Road Winton Bournemouth Dorset BH9 2LR			
<b>Telephone number</b>	01202 510348			
<b>Email address</b>	admin@talbothouseschool.co.uk			
<b>Headteacher</b>	Mrs Emma Haworth			
<b>Proprietor</b>	Broadway Education			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	144			
	<b>Boys</b>	73	<b>Girls</b>	71
	<b>EYFS</b>	27	<b>Primary</b>	117
<b>Inspection dates</b>	8 to 9 November 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Talbot House School is an independent day school for boys and girls aged between 3 and 11 years. Founded in 1969 in a residential area of Bournemouth, it is now owned and governed by Broadway Education. The current head has been in post since 2013.
- 1.2 The School comprises an Early Years Foundation Stage (EYFS) department and a primary department.
- 1.3 Since the previous inspection, the school has acquired vehicles to transport pupils and has a new kitchen. Pupils now use facilities for physical education at a sister school. The school has reviewed its curriculum, including the introduction of a new personal, social, health and economic education programme and the extension of the school's creative arts programme.

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

- 1.4 The school aims to celebrate achievement, to encourage personal growth and to foster a love of learning. Pupils are encouraged to "Expect the best" and to "Be the best me I can be".

### **About the pupils**

- 1.5 Pupils come from a range of professional families with diverse cultural backgrounds, mostly living within a short journey of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 7 pupils as having special educational needs and/or disabilities (SEND), including dyslexic-spectrum and specific learning needs. None receive specialist help. No pupil in the school has a statement of special educational needs or an education, health and care (EHC) plan. Forty pupils have English as an additional language (EAL), none of whom require additional support. The school has not formally identified any pupils as being the most able, but instead aims to provide extension and enrichment activities for all.

## 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 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

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.7 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.
- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to statutory guidance in most areas, but some staffing checks, including those for prohibition from teaching, and checks against the barred list are not made prior to appointment.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 9-16], 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 that relating to paragraph 7(a) and 7(b), safeguarding, is not met.**

#### Action point 1

- **the school must ensure that all checks for new staff, including those against the barred list and for prohibition from teaching are completed prior to appointment [paragraph 7, (a) and (b)].**

### PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of proprietors.
- 2.11 The school does not always make appropriate checks to ensure the suitability of staff and supply staff prior to appointment. It has not always carried out the required checks prior to a person taking up an appointment, in particular checks of qualifications, criminal records checks and checks on those who have lived overseas. In the case of supply staff, the school has not always sought confirmation from the employment business that it has carried out the required checks, prior to the person beginning work. The school has not always kept its register of appointments accurately.

**2.12** The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(a); 19(2)(b) and (3); 20; and 21(2), (3)(i)-(iii), (3)(vii); (4), (5)(ii) and (7) are met but those in paragraphs 18(2)(b)-(e) and (3); 19(2)(a), (c) and (d); 21(3)(a)(iv), (v) and (viii); 21(3)(b); 21(5)(a)(i) and 21(5)(c) are not met.

### Action point 2

- the school must ensure that appropriate checks to ensure the suitability of staff and supply staff are carried out prior to a person beginning work in the school, including checks of qualifications, enhanced criminal record disclosure, and overseas checks [paragraphs 18(2)(c)(iv), 18(2)(d) 18(2)(e) and 18(3)].

### Action point 3

- the school must ensure that it obtains written notification from an employment business that relevant checks have been made regarding supply staff, and that a person's identity is checked before they begin work in the school [paragraphs 19(2)(a)(i), 19(2)(c) and 19(2)(d)].

### Action point 4

- The school must ensure that all checks are recorded appropriately in its single central register of appointments [paragraph 21].

## PART 5 – Premises of and accommodation at schools

**2.13** Suitable toilet 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.

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

## PART 6 – Provision of information

**2.15** 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 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.

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

## PART 7 – Manner in which complaints are handled

**2.17** 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.19 Leadership and management actively promote the well-being of the pupils.

2.20 The proprietor has not ensured, through monitoring, that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met.

**2.21 The standard relating to leadership and management of the school in paragraph 34, sub-paragraph (c) is met but those in sub-paragraph 34 (a), knowledge and skills, and 34 (b), fulfilment of responsibilities, are not met.**

### **Action point 5**

- **the proprietor must ensure, through monitoring, that leadership and management demonstrate the skills and knowledge to enable the standards to be consistently met [paragraph 34(a) and (b)].**



### **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, with the proprietor, and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the facilities for the youngest pupils. 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 Kerry Lord

Reporting inspector

Ms Jayne Gilbert

Compliance team inspector (Head, IAPS school)