



ISI Independent
Schools
Inspectorate

Self-Evaluation Form

Regulatory Compliance, Focused Compliance and Educational Quality Inspections

For use from January 2022

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To be completed electronically

| | |
|---|---|
| <i>Is the school happy for this form to be shared with the inspection team?</i> | YES |
| <i>Date on which SEF was completed or last revised</i> | 15th November 2023 <i>Last reviewed January 2024</i> |

Changes to the January 2022 version

Minor wording amendments only.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than any version prior to September 2020.

Changes to the April 2021 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 32(1)(k) which requires a school to publish its arrangements for remote education if the school has pupils who are wholly funded by the state. This amendment has been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Changes to the September 2020 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 2A and some amendments to paragraph 20. These amendments have been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Formatting improvement

Each of the rows in which responses are to be written are now separated by a paragraph mark. This facilitates adding additional rows, if required, by pressing the tab key.

Alternative version

The school may wish to use the alternative version of the SEF in the last section of this document. This contains exactly the same questions, but the response sections are divided into two columns which align more closely with the way inspectors gather evidence on inspection. The intention here is that comments in the first column outline outcomes for pupils, and comments in the second column relate these outcomes to contributory factors or the school's provision, such as aspects of the curriculum, teaching, pastoral care, leadership and management etc.

If the school uses this alternative version, the previous sections relating to pupils' achievements, pupils' personal development and contributory factors should be deleted. Otherwise, the alternative version should be deleted.

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PART 1 for Regulatory Compliance and Focused Compliance Inspections

For each Regulation and Standard, answer 'Yes' or 'No' on the basis of whether the school fully meets the requirements. For certain Regulations and Standards, and depending on the age range of the school, a response of 'N/A' may be appropriate. Under each section, provide brief explanatory comments only where needed to help the team to understand the nature and circumstances of the school, and its compliance. In addition, please indicate the member of staff responsible for the matters dealt with under each section of the form. This will enable the inspection team to know who to contact if further clarification is needed.

Part 1 Quality of education provided (curriculum)

| | | | | |
|------|---|----------|----|----------|
| 1 | The standards about the quality of education provided at the school are those contained in this Part. | | | |
| 2(1) | The standard in this paragraph is met if— | | | |
| | (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively ; and | Yes ✓ | No | |
| | (b) the written policy, plans and schemes of work— | Yes ✓ | No | |
| | (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and | Yes ✓ | No | |
| | (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. | Yes ✓ | No | |
| 2(2) | For the purposes of paragraph (2)(1)(a), the matters are— | | | |
| | (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; | Yes ✓ | No | |
| | (b) that pupils acquire speaking, listening, literacy and numeracy skills; | Yes ✓ | No | |
| | (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country; | Yes | No | N/A ✓ |
| | (d) personal, social, health and economic education which— | | | |
| | (i) reflects the school's aim and ethos; and | Yes ✓ | No | |
| | (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a); | Yes ✓ | No | |
| | (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— | | | |

| | | | |
|---|----------|----|----------|
| (i) is presented in an impartial manner; | Yes | No | N/A ✓ |
| (ii) enables them to make informed choices about a broad range of career options; and | Yes | No | N/A ✓ |
| (iii) helps to encourage them to fulfil their potential; | Yes | No | N/A ✓ |
| (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills; | Yes ✓ | No | N/A |
| (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs; | Yes | No | N/A ✓ |
| (h) that all pupils have the opportunity to learn and make progress; and | Yes ✓ | No | |
| (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. | Yes ✓ | No | |

| | | | |
|--|----------|----|----------|
| 2A(1) The standard in this paragraph is met if the proprietor: | | | |
| (a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education | Yes ✓ | No | N/A |
| (b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2), | Yes | No | N/A ✓ |
| (c) [relates to Academies – not within ISI's remit] | | | |
| (d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools, | Yes ✓ | No | |
| (e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b), | Yes ✓ | No | |
| (f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and | Yes ✓ | No | |
| (g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one. | Yes ✓ | No | |
| 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused. | Yes ✓ | No | |

2A(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Termly planning by teachers

1. D PSHE/ RSE planning links to schools Aims of respect to other people

1.F - EYF Learning curriculum, Learning diaries, Tapestry started as communication tool 2022

1. h Assessment files in office and Google Drive online

1.I Forms 4/5/6 went to Polling station, Houses of Parliament trip, Visit from local MP,

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Michelle Jones, Clare Fraser

Part 1 Quality of education provided (teaching)

| | | | |
|-----|--|----------|----|
| 3 | The standard in this paragraph is met if the proprietor ensures that the teaching at the school— | | |
| (a) | enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught; | Yes ✓ | No |
| (b) | fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves; | Yes ✓ | No |
| (c) | involves well-planned lessons and effective teaching methods, activities and management of class time; | Yes ✓ | No |
| (d) | shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; | Yes ✓ | No |
| (e) | demonstrates good knowledge and understanding of the subject matter being taught; | Yes ✓ | No |
| (f) | utilises effectively classroom resources of a good quality, quantity and range; | Yes ✓ | No |
| (g) | demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; | Yes ✓ | No |
| (h) | utilises effective strategies for managing behaviour and encouraging pupils to act responsibly; | Yes ✓ | No |
| (i) | does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; | Yes ✓ | No |
| (j) | does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. | Yes ✓ | No |

| | | | |
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| 4 | The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place. | Yes ✓ | No |
|---|---|----------|----|

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

A balanced and broad curriculum is provided throughout the school through long -term plans - (see website). We listen to the children and work with their ideas from School Council and a school suggestion box to implement, a change: Such as librarians met with classes to ask for them to send in reading in unusual places for a display. Each class organised 10 Talents competition. PJ Day with actor reading Nursery a story - voice of the child heard and actioned.

Plans are differentiated for individuals across the curriculum

A range of lessons are observed by Headteacher and Peer observations

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Clare Faser

Part 2 Spiritual, moral, social and cultural development of pupils

| | | | |
|-------|---|----------|----|
| 5 | The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor— | | |
| (a) | actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; | Yes ✓ | No |
| (b) | ensures that principles are actively promoted which— | | |
| (i) | enable pupils to develop their self-knowledge, self-esteem and self-confidence; | Yes ✓ | No |
| (ii) | enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; | Yes ✓ | No |
| (iii) | encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; | Yes ✓ | No |
| (iv) | enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; | Yes ✓ | No |
| (v) | further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; | Yes ✓ | No |
| (vi) | encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and | Yes ✓ | No |

| | | |
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| (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England; | Yes ✓ | No |
| (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and | Yes ✓ | No |
| (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) while they are in attendance at the school; (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views. | Yes ✓ | No |

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Recent whole school training for staff on Political correctness and what we can and not say. The change in language.

All standards met - RE and PSHE also taught alongside Cleve House Way and School Aims

Pupils vote for school council members

School assemblies are just one forum where we deliver and develop pupils moral understanding and judgment

Celebrating other festivals and faiths such as Ramadan – with current staff and pupils, Chinese New Year - Lion dancer,

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Clare Fraser Michelle Jones

Part 3 Welfare, health and safety of pupils

| | | | |
|---|--|----------|----|
| 6 | The standards about the welfare, health and safety of pupils at the school are those contained in this Part. | | |
| 7 | The standard in this paragraph is met if the proprietor ensures that— | | |
| | (a) arrangements are made to safeguard and promote the welfare of pupils at the school; and | Yes ✓ | No |
| | (b) such arrangements have regard to any guidance issued by the Secretary of State. | Yes ✓ | No |
| | <i>PREVENT</i> : The school has a clear approach to the Prevent strategy | Yes ✓ | No |
| 8 | Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that— | | |

| | | | |
|--|----------|----|----------|
| <p>(a) arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and</p> <p>NOTE: for legal reasons failure of NMS 11 triggers a failure of this ISSR 8(a) (as a minimum), and customarily of 7(a) and (b) and 8(a) and (b).</p> | Yes | No | N/A ✓ |
| <p>(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.</p> <p>NOTE: for legal reasons failure of any NMS (except NMS 5.11 and 14.1) triggers a failure of this ISSR 8(b) as a minimum.</p> | Yes | No | N/A ✓ |
| <p>* Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school.</p> | | | |
| <p>9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –</p> | | | |
| <p>(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour;</p> | Yes ✓ | No | |
| <p>(b) the policy is implemented effectively; and</p> | Yes ✓ | No | |
| <p>(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.</p> | Yes ✓ | No | |
| <p>10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.</p> | Yes ✓ | No | |
| <p>11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.</p> | Yes ✓ | No | |
| <p>12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.</p> | Yes ✓ | No | |
| <p>13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.</p> | Yes ✓ | No | |
| <p>14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.</p> | Yes ✓ | No | |
| <p>15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.</p> | Yes ✓ | No | |
| <p>16 The standard in this paragraph is met if the proprietor ensures that-</p> | | | |
| <p>(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and</p> | Yes ✓ | No | |

| | | |
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| (b) appropriate action is taken to reduce risks that are identified. | Yes ✓ s | No |
|--|---------------|----|

Other legislation

| | | |
|---|----------|----|
| Does the school fulfil its duties under Schedule 10 of the Equality Act 2010? | Yes ✓ | No |
| Does the school reject the use of corporal punishment? | Yes ✓ | No |

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Disability policy renew March 2019-02-05

New Behaviour Policy made 2019 in light of SEF Nov. 2023 - Autism Appendix 4 added to Behaviour Policy

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Louisa Treherne, Clare Fraser, Zoe Riach

Part 4 Suitability of staff, supply staff and proprietors

| | | |
|---|----------|----|
| 17. The standards about the suitability of staff*, supply staff and proprietors are contained in this part. | | |
| *Interpretation: Staff means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract but does not include supply staff or a volunteer. | | |
| 18(1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff. | Yes ✓ | No |
| 18(2) The standard in this paragraph is met if— | | |
| (a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; | Yes ✓ | No |
| (b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; | Yes ✓ | No |
| (c) the proprietor carries out appropriate checks to confirm in respect of each such person— | | |
| (i) the person's identity ; | Yes ✓ | No |

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| | | | |
| (ii) the person's medical fitness ; | Yes ✓ | No | |
| (iii) the person's right to work in the United Kingdom; and | Yes ✓ | No | |
| (iv) where appropriate, the person's qualifications ; | Yes ✓ | No | |
| (d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment; | Yes ✓ | No | |
| (e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and | Yes ✓ | No | N/A |
| (f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed. NOTE – for legal reasons, a failure of NMS 14.1 in relation to staff triggers a failure of this ISSR 18(2)(f)(as a minimum). For boarding supply staff, see below under ISSR 19(2)(e). Failures of NMS 14.2 to 14.6 will trigger failure of ISSR 8(b) (as a minimum). | Yes ✓ | No | N/A |
| 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment. | Yes ✓ | No | |
| 18(4) The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ('M') has worked in— | | | |
| (a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons; | | | |
| (b) a maintained school in England in a position to which M was appointed on or after 12 th May 2006 and which did not bring M regularly into contact with children or young persons; or | | | |
| (c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons, during a period which ended not more than three months before M's appointment. | | | |

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| 19 (1) This paragraph relates to the suitability of supply staff at the school. | | | |
| 19(2) The standard in this paragraph is met if— | | | |
| (a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received – | | | |
| (i) written notification from the employment business in relation to that person— | | | |
| (aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person; | Yes ✓ | No | N/A |
| (bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and | Yes ✓ | No | N/A |
| (cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and | Yes ✓ | No | N/A |
| (ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school; | Yes ✓ | No | N/A |
| (b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied; | Yes ✓ | No | N/A |
| (c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply); | Yes ✓ | No | N/A |
| (d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide— | | | |
| (i) the notification referred to in paragraph (a)(i); and | Yes ✓ | No | N/A |
| (ii) a copy of any enhanced criminal record certificate which the employment business obtains, | Yes ✓ | No | N/A |
| in respect of any person whom the employment business supplies to the school; and | | | |
| (e) except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 14 of the National Minimum Standards for Boarding Schools or where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools are complied with. NOTE – for legal reasons, a failure of NMS 14.1 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum). | Yes | No | N/A ✓ |

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| 19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school. | Yes ✓ | No | N/A |
| 19(4) This sub-paragraph applies to a person ('P') who has worked in— | | | |
| (a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons; | | | |
| (b) a maintained school in England in a position to which P was appointed on or after 12 May 2006 and which did not bring P regularly into contact with children or young persons; or | | | |
| (c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons, during a period which ended not more than three months before P is due to begin work at the school. | | | |
| 20(1) The standard in this paragraph relates to the suitability of the proprietor of the school. | | | |
| 20(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual . | | | |
| 20(3) The standard in this paragraph is met if – | | | |
| (a) the individual— | | | |
| (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | Yes ✓ | No | N/A |
| (ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and | Yes ✓ | No | N/A |
| (b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor— | | | |
| (i) [deleted] | | | |
| (ii) checks confirming the individual's identity and their right to work in the United Kingdom; and | | | |
| (iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual. | | | |
| | | <i>Not applicable: DfE use only. However, if a school has not notified DfE of a new proprietor or chair of governors, ISI Office should be so informed and a check made with DfE.</i> | |

| | | | |
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| (c) before the school is entered in the register, or in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor, the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual – | | | |
| (i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature of the application by the Secretary of State; or | | | |
| (ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State; | | | |
| and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State. | | | |
| 20(4) Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate. | | | |
| 20(5) The standard in this paragraph is met in relation to an individual who is the chair of the school if— | | | |
| (a) the individual— | | | |
| (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | Yes | No | N/A ✓ |
| (ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and | Yes | No | N/A ✓ |
| (b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual— | <i>Not applicable: DfE use only, as above.</i> | | |
| (i) [deleted] | | | |
| (ii) checks confirming the individual's identity and their right to work in the United Kingdom; and | | | |
| (iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual. | | | |
| (c) subject to paragraphs (7) and (8), the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual – | | | |

| | | | |
|--|-----|----|----------|
| (i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature or the application by the Secretary of State; or | | | |
| (ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State; | | | |
| and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State. | | | |
| 20(6) The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register, if— | | | |
| (a) MB— | | | |
| (i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and | Yes | No | N/A ✓ |
| (ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; | Yes | No | N/A ✓ |
| (b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB— | | | |
| (i) where relevant to the individual, an enhanced criminal record check ; | Yes | No | N/A ✓ |
| (ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and | Yes | No | N/A ✓ |
| (iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and | Yes | No | N/A ✓ |
| (c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made. | | | |
| 20(8) In the case of a registered school— | | | |
| (a) sub-paragraph 5(b) and (c) are met where the checks referred to in those sub-paragraphs are completed before or as soon as practicable after the Chair of the school starts acting as such; | | | |

*Not applicable:
DfE use only.*

| | |
|---|--|
| (b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts as an acting member of the body of persons corporate or unincorporated named in the register as the proprietor of the school; and | |
| (c) sub-paragraph 6(c) is met where the enhanced check is made as soon as practicable after the Secretary of State's request. | |
| 20(9) In this paragraph [20] a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer. | |
| Please provide <u>BRIEFLY</u> your evidence for answering Yes above. | |
| <i>If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.</i> | |
| <i>SCR - completed meticulously. We have now compiled a watertight list of actions we follow and put into place before any practitioner starts at CHS. Safeguarding training given by DSL before any new staff or volunteer enters the school to work. Enhanced DBS checks for new tenants.</i> | |
| Indicate the name of the member of staff responsible for matters dealt with in this section of the form. | |
| <i>Clare Fraser, Anne Scribbins, Karen Ashe</i> | |

Paragraph 21 Single Central Register of Appointments

| | | | |
|---|----------|----|-----|
| 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. | | | |
| 21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form. | Yes ✓ | No | |
| 21(3) The information referred to in this sub-paragraph is— | | | |
| (a) in relation to each member of staff ('S') appointed on or after 1 st May 2007, whether— | | | |
| (i) S's identity was checked; | Yes ✓ | No | N/A |
| (ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act; | Yes ✓ | No | N/A |
| (iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; | Yes ✓ | No | N/A |
| (iv) checks were made to ensure, where appropriate, that S had the relevant qualifications; | Yes ✓ | No | N/A |
| (v) an enhanced criminal record certificate was obtained in respect of S; | Yes ✓ | No | N/A |
| (vi) checks were made pursuant to paragraph 18(2)(d); | Yes ✓ | No | N/A |

| | | | |
|---|----------|----|-----|
| (vii) a check of S's right to work in the United Kingdom was made; and | Yes ✓ | No | N/A |
| (viii) checks were made pursuant to paragraph 18(2)(e), | Yes ✓ | No | N/A |
| including the date on which each such check was completed or the certificate obtained; and | Yes ✓ | No | N/A |
| (b) in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed. | Yes ✓ | No | N/A |
| 21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 st August 2007 who was appointed at any time before 1st May 2007 , whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained. | Yes ✓ | No | N/A |
| 21(5) The information referred to in this sub-paragraph is, in relation to supply staff— | | | |
| (a) whether written notification has been received from the employment business that— | | | |
| (i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and | Yes ✓ | No | N/A |
| (ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check, | Yes ✓ | No | N/A |
| together with the date the written notification that each such check was made, or certificate obtained, was received; | Yes ✓ | No | N/A |
| (b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and | Yes ✓ | No | N/A |
| (c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school. | Yes ✓ | No | N/A |
| 21(6) The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007 , whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained. | Yes ✓ | No | N/A |
| 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1 st August 2007 who was appointed at any time before 1st May 2007 — | | | |
| (a) whether each check referred to in sub-paragraph (6) was made; and | Yes ✓ | No | N/A |
| (b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained. | Yes ✓ | No | N/A |

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

*SCR on office computer,
Staff files in locked filing cabinet in office*

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Clare Fraser, Anne Scribbins

Part 5 Premises and accommodation

| | | | |
|---|----------|---------|-----|
| 22. The standards about the premises of and accommodation at the school are those contained in this Part. | | | |
| 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that— | | | |
| (a) suitable toilet and washing facilities are provided for the sole use of pupils; | Yes ✓ | No | |
| (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and | Yes ✓ | No | N/A |
| (c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education. | Yes | No ✓ | N/A |
| 23(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled. | | | |
| 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including— | | | |
| (a) accommodation for the medical examination and treatment of pupils; | Yes | No | |
| (b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and | Yes | No | |
| (c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs. | Yes | No | N/A |
| 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b). | | | |
| 24(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements. | | | |
| 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained | Yes ✓ | No | |

| | | | | |
|-------|---|----------|----|----------|
| | to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. | | | |
| 26 | The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein. | Yes ✓ | No | |
| 27 | The standard in this paragraph is met if the proprietor ensures that— | | | |
| | (a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and | Yes ✓ | No | |
| | (b) external lighting is provided in order to ensure that people can safely enter and leave the school premises. | Yes ✓ | No | |
| 28(1) | The standard in this paragraph is met if the proprietor ensures that— | | | |
| | (a) suitable drinking water facilities are provided; | Yes ✓ | No | |
| | (b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water; | Yes ✓ | No | |
| | (c) cold water supplies that are suitable for drinking are clearly marked as such; and | Yes ✓ | No | |
| | (d) the temperature of hot water at the point of use does not pose a scalding risk to users. | Yes ✓ | No | |
| 28(2) | The facilities provided under sub-paragraph (1)(a) will be suitable only if— | | | |
| | (a) they are readily accessible at all times when the premises are in use; and | Yes ✓ | No | |
| | (b) they are in a separate area from the toilet facilities. | Yes ✓ | No | |
| 29(1) | The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable— | | | |
| | (a) physical education to be provided to pupils in accordance with the school curriculum; and | Yes ✓ | No | |
| | (b) pupils to play outside. | Yes ✓ | No | |
| 30 | The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools. | Yes | No | N/A ✓ |
| 31 | For the purposes of this Part – | | | |
| | (a) ‘physical education’ includes the playing of games; | | | |
| | (b) any requirement that anything provided under this Part must be ‘suitable’ means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and | | | |
| | (c) a pupil has ‘special requirements’ if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that | | | |

generally required by children of the same age in schools other than special school.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Small injuries dealt with in the school office/more serious ones in staffroom with washroom near toilet. Intimate care by 2 members of staff. Serious Incident log, - kept on filing cabinet, Peer on Peer log made 2022,on Google Drive

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Zoe Riach, Louisa Trehern, Clare Fraser

Part 6 – Provision of information

| | | | |
|--|----------|----|----------|
| 32(1) The standard about the provision of information by the school is met if the proprietor ensures that— | | | |
| (a) the information specified in sub-paragraph (2) is provided* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate; | Yes ✓ | No | |
| (b) the information specified in sub-paragraph (3) is made available* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate; | Yes ✓ | No | |
| (c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request; | Yes ✓ | No | |
| (d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection; | Yes ✓ | No | |
| (e) following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each boarder; | Yes ✓ | No | N/A ✓ |
| (f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise; | Yes ✓ | No | |
| (g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers; | Yes ✓ | No | |
| (h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the | Yes ✓ | No | N/A ✓ |

| | | | |
|--|----------|----|----------|
| school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; | | | |
| (i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority. | Yes | No | N/A ✓ |
| (j) particulars of any actions specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents. | Yes | No | N/A ✓ |
| (k) particulars of the arrangements for meeting the requirement to provide remote education in paragraph 2 of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction given on 30th December 2020 by the Secretary of State for Education are published and maintained on the school's website or, where no such website exists, are provided to parents [NB this only applies to independent schools that have registered pupils whose education at the school is wholly paid for out of public funds received by the school from the Secretary of State.] | Yes | No | N/A ✓ |
| 32(2) The information specified in this sub-paragraph is— | | | |
| (a) the school's address and telephone number and the name of the head teacher; | Yes ✓ | No | |
| (b) either— | | | |
| (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or | Yes | No | N/A ✓ |
| (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office; | Yes | No | N/A ✓ |
| (c) where there is a governing body, the name and address for correspondence of its Chair; and | Yes | No | N/A ✓ |
| (d) a statement of the school's ethos (including any religious ethos) and aims. | Yes ✓ | No | |
| 32(3) The information specified in this sub-paragraph is— | | | |
| (a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions; | Yes ✓ | No | |
| (b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language; | Yes | No | N/A ✓ |
| (c) particulars of the policy referred to in paragraph 2; | Yes ✓ | No | |
| (d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13; | Yes ✓ | No | |
| (e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; | Yes ✓ | No | |

| | | |
|---|----------|----------------|
| (f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and | Yes ✓ | No |
| (g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act. | Yes ✓ | No |
| 32(4) The action specified in this sub-paragraph is – | | |
| (a) any decision by the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119 or 123 of the 2008 Act; | Yes | No N/A ✓ |
| (b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; | Yes | No N/A ✓ |
| (c) any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register. | Yes | No N/A ✓ |
| 32(5) For the purposes of sub-paragraph (4)(b), ‘relevant restriction’ has the meaning given in section 117(1) of the 2008 Act. | | |

*Interpretation

*In these Regulations, where an element of a standard is information or a document being **provided** to a person, that element of the standard is met—*

- (a) where the person has provided the school with a valid electronic mail address, by sending to that address
- (i) the information or a copy of the document in electronic form; or
- (ii) the address for an internet website where the information or a copy of the document can be downloaded by the person,
in which case the information or copy of the document must be available for inspection by the person on the school’s premises during the school day; or
- (b) by sending or giving the information or a copy of the document to the person.

*In these Regulations, where an element of a standard is information or a document being **made available**, that element of the standard is met—*

- (a) in a case where the school has an internet website, if—
- (i) the information or a copy of the document is—
- (aa) available on the website in a form accessible to parents of pupils and parents of prospective pupils, and
- (bb) available for inspection on the school’s premises during the school day, and
- (ii) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are aware that the information or a copy of the document is available and the form in which it is available; and
- (b) in a case where the school has an internet website but the information or a copy of the document is not available on the website, or where the school does not have an internet website, if—
- (i) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are made aware that they may request the information or a copy of the document; and
- (ii) the information or a copy of the document is sent or given to such parents free of charge, in response to a request.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

All policies are available in the school office. A selection of appropriate policies are on the school's website and all are updated regularly.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Clare Fraser

Part 7 – Manner in which complaints are to be handled

| | | | |
|----|---|----------|----|
| 33 | The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which— | | |
| | (a) is in writing; | Yes ✓ | No |
| | (b) is made available to parents of pupils; | Yes ✓ | No |
| | (c) sets out clear time scales for the management of a complaint; | Yes ✓ | No |
| | (d) allows for a complaint to be made and considered initially on an informal basis; | Yes ✓ | No |
| | (e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing; | Yes ✓ | No |
| | (f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint; | Yes ✓ | No |
| | (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school; | Yes ✓ | No |
| | (h) allows for a parent to attend and be accompanied at a panel hearing if they wish; | Yes ✓ | No |
| | (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is— | Yes ✓ | No |
| | (i) provided to the complainant and, where relevant, the person complained about; and | Yes ✓ | No |
| | (ii) available for inspection on the school premises by the proprietor and the headteacher; | Yes ✓ | No |
| | (j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and – | Yes ✓ | No |
| | (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and | Yes ✓ | No |
| | (ii) action taken by the school as a result of these complaints (regardless of whether they are upheld); and | Yes ✓ | No |

| | | |
|---|----------|----|
| (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them. | Yes ✓ | No |
|---|----------|----|

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

NEED to look at Complaints Policy!

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Part 8 – Quality of leadership in and management of schools

| | | |
|--|----------|----|
| 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school— | | |
| (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; | Yes ✓ | No |
| (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and | Yes ✓ | No |
| (c) actively promote the well-being of pupils. | Yes ✓ | No |
| 34(2) For the purposes of paragraph (1)(c) ‘well-being’ means well-being within the meaning of section 10(2) of the Children Act 2004(a). | | |

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Updated information of current guidance and curriculum fed to staff via staff meetings, training courses ie. GDPR Training,

DSL meetings weekly.

Relevant courses and training for all SLT

Welfare file kept securely by CF, appointments made with parents and outside agencies. Pupils and staff mental health is a priority. Covid saw over 50 days absence from staff

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Clare Fraser, Karen Ashe, Anne Scribbins

Briefly indicate the process by which the proprietors/governing body satisfy themselves that Regulations and Standards are met, especially those for safeguarding, health and safety, safe recruitment, and boarding provision.

N/A

PART 2 for Educational Quality Inspections

The evaluation scale

The report grades the pupils' achievements and personal development according to the following scales.

| |
|---|
| Main school (and EYFS settings not needing registration) <i>The grades relate to headline judgements only. In practice, the body of the report often uses more flexible epithets.</i> |
| Excellent |
| Good |
| Sound |
| Unsatisfactory |

Notes on self-evaluation

These parts of the form are designed to help the school and inspection to focus upon the most relevant and important issues. The school may have a variety of methods for performance review and management **but the emphasis in this document should be solely on outcomes for pupils:**

- (i) through its own formal self-evaluation of or monitoring programme for pupils' achievement and personal development;
- (ii) as part of any appraisal arrangements where outcomes for pupils are a focus;
- (iii) built into the cycle of development planning;
- (iv) using the ISI form.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with the quality of outcomes for pupils. ISI has no requirements about the methods the school uses to promote pupils' achievement and personal development; the inspection focuses on the distinctive character of each school. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development related to outcomes for pupils.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas related to pupil outcomes you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for this self-evaluation are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils' work, assessment records, pastoral records, sanctions and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Educational Quality Inspection Grade Descriptors* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

The characteristics of the main school

| |
|---|
| Which of its aims does the school fulfil best? |
| <ul style="list-style-type: none"> ● Develop individual potential and encourage learning through small classes, sharing information and a varied and challenging curriculum. ● Child protection/safeguarding ● Children enjoy themselves: they come back, visit/pupil recommendation. ● Nurturing home/school/child partnership: open door policy, good communication. ● Parent volunteers: cookery reading <i>swimming</i> |
| Which of its aims does the school fulfil least well, and what steps are you taking to improve? |
| <ul style="list-style-type: none"> ● Monitor, assess and evaluate all children’s progress: we do, but are looking to develop + tracking, assessment, standardised reporting to parents (see development plan) ● Continue to equip children with the essential tools and further develop use and learning skills of ICT for secondary/ work. <p><i>(See development plan)</i></p> |
| What evidence do you use to ascertain the fulfilment of the school’s aims? |
| <ul style="list-style-type: none"> ● Happy children, parents and staff ● Parental responses ● Visitors responses ● Increased pupil numbers ● Website reviews/ testimonials ● Pupil assessments ● <i>Staff feedback /input</i> |
| What have been the main improvements since the previous inspection? |
| <ul style="list-style-type: none"> ● <i>Assessments</i> and reporting to parents ● Playground equipment ● Advertising and building the brand ● ICT facilities ● Raising the school’s profile ● Staff training ● Policies/documents addition of maternity policy ● Curriculum development ● Greater awareness of what is required <i>by the inspectorate</i> to provide a better education provision. ● <i>Forging links with other schools – Badminton,</i> |

The Quality of the Pupils’ Academic and Other Achievements

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. References (A1, A2 etc) refer to the criteria in the Inspection Framework.

A1 – What do examination and externally standardised tests show about pupils’ attainment? What do changes in their attainment levels indicate with regard to pupils’ progress and the value which the school adds to their achievement? Are there any differences in the achievement of different groups of pupils (eg year/stage, gender, ethnicity, SEND, EAL, the most able)

MATHS

****The National Average of students meeting the expected standard in Maths at the end of the 21/22 year was 71%.**

****The National Average of students meeting the expected standard in Maths at the end of the 22/23 year was 73%.**

AUTUMN 22

- 83% of children that took part in the Autumn 22/23 NFER standardised tests met or exceeded the expected standard.
- 78% of children on our SEND register that took part in the Autumn 22/23 NFER standardised tests met or exceeded the expected standard.
- 100% of EAL students that took part in the Autumn 22/23 NFER standardised tests met or exceeded the expected standard.

SUMMER 23

- 85% of children that took part in the Summer 22/23 NFER standardised tests or SATS met or exceeded the expected standard.
- 80% of children on our SEND register that took part in the Summer 22/23 NFER standardised tests or SATS met or exceeded the expected standard.
- 100% of EAL students that took part in the Summer 22/23 NFER standardised tests met or exceeded the expected standard.

Maths AUTUMN KS2

Average Standardised Score in **Lower KS2** - 111 (High Average)

Average Standardised Score in **Upper KS2** - 102 (Average)

SEND - Average Standardised Score - 101 (Average)

EAL - Average Standardised Score - 113 (High Average)

Maths SUMMER KS2

92% of Form 6 children achieved ‘Working At’ when taking the SATS 2023 Maths Examination.

READING

****According to OFSTED (September 2022) a quarter of children in the UK arrive in Year 7 with a reading age of less than 11 years old.**

- 100% of Form 6 Students left UPKS2 in July 2023 meeting or exceeding their chronological age with regards to Reading.
- 86% of Form 6 Students left UPKS2 in July 2023 with a Reading Age 1 year greater than their chronological age.

- 65% of Form 6 Students left UPKS2 in July 2023 with a Reading Age 2 years (at least - 4y8m at most) greater than their chronological age.

93% of Form 6 children achieved ‘Working At’ when taking the SATS 2023 Reading Examination.

WRITING

93% of Form 6 children achieved ‘Working At’ when taking the SATS 2023 SPAG Examination.

A2 – How well do pupils develop their knowledge, understanding and skills across the different areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)? Are there any areas in which pupils demonstrate particularly effective knowledge, understanding and skills?

Linguistic

Their linguistic skills are evident in their analytical, creative and descriptive written work. Their involvement in debate across different subjects in the curriculum [see A3 Evidence Folder] , MFL Extra Curricular Opportunities (Mandarin, German, French etc.) and our commitment to teaching Spanish from EYFs and now Latin from Year 6. Children take part in public speaking competitions and this is indicative of student confidence in their linguistic skills. Students lead presentations across the curriculum in response to particular tasks and increasingly video is used alongside this – in History, for example, they offer analysis, explanation or commentary on a range of historical sources [see A3 Evidence Folder].

Mathematical

Students develop excellent mathematical skills as they make progress with outcomes in formal assessments in mathematics. We are introducing TTRockstars in September 2023 to add an element of challenge and competition across the whole school. Students develop a considered, and masterful, understanding of the cross-curricular use of mathematics through application in other subjects, particularly geography and science [see A4 Evidence Folder]

Scientific

Students are confident in their scientific knowledge, understanding and skills which are grounded in the challenge provided by theory and practical work. [see A2 Evidence Folder]

Technological

Students display an impressive range of technological skills as they problem solve, reflect and make progress through challenging tasks in computing/coding, DT and food and nutrition working with a variety of materials, equipment and tools to produce a final product. [see A2 Evidence Folder]

Human & Social

Our students have a keen sense of the nature of the world we live in, an understanding of people and their environment and the impact of their own actions on wider society. This understanding informs their involvement in charities, Outdoor Learning and acts of community service. [see P3, P5 & P6 Evidence Folder]

Students apply for and engage with leadership opportunities that allow them to develop and deploy their understanding of human and social interaction. This includes roles such as, the Peer Mentor programme, our Head Boy and Head Girl positions and our team of Librarians.

Physical

Students are able to demonstrate an understanding of the role of fitness and skills in their physical well-being and education. All students participate in competitive sport as well as wider opportunities for physical activity. Whether this be tournaments with other schools or our KS1 sports day. Student engagement in extracurricular activities where we saw all but one student in Lower and Upper Key Stage 2 take part in Netball after school this year.

Aesthetic & Creative

As you walk around the school you are able to see how excellent our students' creative and aesthetic skills are. Children take part in Art, Design and Craft sessions throughout the school year. We also hold a Christmas Nativity every year where all children (including preschool) have a starring role. Every other Summer we also have a School production where children take on ambitious scripts and musical numbers. Children also participate in musical performance - playing instruments in front of their peers, parents and staff.

CHS students also confidently deploy their skills across other aspects of the curriculum, for example; in debates, voting for student awards and using technology to support production. Students are able to use computer presentation software, smoke machines, ipads, microphones and speakers etc to assist in taking our school productions to the next level. All of these activities contribute to their understanding of the literature they are performing.

A3 – How well do pupils develop their communication skills (speaking, listening, reading and writing)? How well do they apply these skills to other areas of learning?

Our students’ communication skills are excellent and are applied across all aspects of their learning. They are evident in questioning and listening, the vocabulary they use, presentations, debates, problem solving, collaborative learning, using previous learning and written work across the curriculum. They also critique one another’s work with precision and sensitivity.

- Debating takes place in English, History, Geography and Philosophy, Religion & Ethics
-

A4 – How well do pupils develop their competence in numeracy? How well do they apply their knowledge and skills in mathematics to other areas of learning?

Students are effective when applying their numeracy skills to learning particularly when problem solving (both in explicit and discrete Maths lessons). They are flexible in their use of mathematical skills across the curriculum without prompting e.g. in geography and the sciences.

A5 – How well do pupils develop their competence in information and communication technology? How well do they apply their ICT skills to other areas of learning?

- Computing is taught by a specialist teacher and children are given the opportunity to use Scratch, Beebot, CAD systems etc.
- Children use ICT throughout the curriculum for example using applications like Google Earth in Geography, using ipads to research historical figures in History, creating ppt presentations on different Patron Saints in Religious Studies etc.

A6 – What is your assessment of pupils’ study skills and their ability to draw upon a suitably wide range of sources? How well developed are their higher-order learning skills such as the ability to analyse, hypothesise and synthesise? How effectively do pupils apply their learning and thinking skills to other areas?

Although we have a knowledge rich curriculum, we also focus on imparting skill and technical based learning, as well as different strategies and techniques children can keep in their toolbox to self support.

Staff are trained to understand the cognitive science behind higher order thinking skills and how this knowledge can positively affect their practice. [see A6 Evidence Folder]

Form 5 & 6 are able to showcase their independent learning skills during the ‘Independent Project’, where they have the opportunity to be ‘the masters in their own learning journey’ and are encouraged to ask fewer questions of their supporting adults in order to use their research skills to find answers for themselves.

A7 – How well do pupils achieve in other areas? What are their achievements in scholarships and competitions? What other academic distinctions do they achieve? How successful are they in sports, the performing and other arts and other extracurricular activities? In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).

Children have the opportunity to take part in specialised teaching sessions in; Computing, MFL (Mandarin, Spanish, German etc) Music (Piano, Drumming, Ukulele, Singing, Recorder etc), Drama etc where they are taught by specialists in their field.

We partner with three different schools (both independent and state) to play tournaments in Football and Netball where we play mixed gender and mixed ability teams.

A8 – What is your assessment of pupils’ attitudes towards learning? To what extent do they demonstrate initiative and independence? To what extent are they willing to work collaboratively and to take leadership in their learning?

Children make use of school and home time to produce excellent work and extend their learning. Staff have high expectations of students in their attitude to learning in school and at home e.g. reading beyond their subjects.

Students collaborate in evaluating the progress of their peers e.g. peer marking, critiquing one another’s work in art. They will lead in discussions, in group work and presentations and support one another in their work.

Students create and lead clubs (such as Student Librarians.)

See Evidence Folder A8

Self-evaluation – Contributory factors

What are the most significant aspects of the curriculum which promote pupils’ achievements and learning skills?

Our Curriculum is knowledge rich and delivered by well-trained and well-supported members of staff. We have a culture of self-discipline and a love of learning, therefore our curriculum is delivered in a safe and calm environment. We have high expectations for our students and their success is celebrated and rewarded.

Our curriculum not only focuses on the academic; but we help children build resilience, self esteem and general good character, founded in British values.

Cleve House School provides study of the Arts, Languages, Literature, Music, the Humanities, Sciences (both Human and Social) and Maths.

What are the most significant aspects of teaching that promote pupils’ learning and achievement?

- Bespoke practice which is child centred!
- Outdoor activities - fun and enjoyment.
- Pupil voice and give them a say in what and how they learn.
- Trips, visits and enrichment.
- Passionate teachers with varied backgrounds and expertise which supports the development of students’ individual interests.
- Prioritising all subjects and allowing children the freedom to learn free of unnecessary barriers to learning.

Pedagogy

- Teaching strategies which encourage debate and discussion. A positive and secure environment facilitates exploration and risk taking through verbal communication e.g. partner talk, group work, group presentations, whole class discussions.
- Teacher questioning e.g. no opt out, phone a friend etc,
- Developing Oracy through verbal scaffolding from teachers - ‘Building on XXXX’s answer, I would agree with XXXX and I would like to add..’

- Pre teaching vocabulary for lessons to make learning accessible.
- Appropriate differentiation and scaffolding in group tasks e.g. sentence stems, word mats etc.
- Lesson structure - I DO, WE DO, YOU DO

Upper KS2 teachers utilising **Rosenshine’s Principles** of Instruction:

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Limit the amount of material students receive at one time.
4. Give clear and detailed instructions and explanations.
5. Ask a large number of questions and check for understanding.
6. Provide a high level of active practice for students.
7. Guide students as they begin to practice.
8. Think aloud and model steps.
9. Provide models of worked out problems.
10. Ask students to explain what they have learned.
11. Check the responses of all students.
12. Provide systematic feedback and corrections.
13. Use more time to provide explanations.
14. Provide many examples
15. Re-teach material when necessary.
16. Prepare students for independent practice.
17. Monitor students when they begin independent practice.
18. Allow the children to work interrupted independently.

Where relevant, in what ways does the boarding experience enhance pupils’ learning and achievement?

What impact have leadership and management (including governance) had on promoting pupils' learning and achievement?

- Appointment of a new ‘Curriculum Lead’ in Sept 2022.
- New Curriculum Policy in 2023
- Through detailed discussion of the curriculum at the three curriculum meetings throughout the year.
- CPD For Staff on Curriculum Intent, Implementation & Impact.
- Have a thorough insight into the tracking and monitoring of pupils and their progress
- Questioning developments within the school particularly in line with curriculum developments.
- Supporting new initiatives within school, such as educational visits (Residential Trips and Day Visits)
- Detailed knowledge of curriculum schemes/ policies.
- Review of strategy of the school broad and balanced curriculum vision of the school
- Knowledge of assessment and tracking procedures.
- By having a complete and thorough overview of all curriculum areas. By planning and implementing relevant INSET.
- We lead by example, for children and staff. Whether that’s being the first to try new classroom pedagogy or the first up the climbing wall. [see Evidence Folder P3]

Which areas of pupils' learning and achievement is the school seeking to improve or develop? What actions are being taken?

- High quality Phonics provision in Reception/ Form 1
- KS1 Reading Formal Assessment results

If you wish, select a grade for pupils’ achievements, using the EQI grade descriptors document to assist you.

| | | | |
|------------------|-------------|--------------|-----------------------|
| Excellent | Good | Sound | Unsatisfactory |
|------------------|-------------|--------------|-----------------------|

The Quality of the Pupils’ Personal Development

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. NB This section focuses on the outcomes for pupils. It is helpful to provide specific examples for each criterion.

P1 – What is your evaluation of pupils’ self-understanding, self-esteem, self-confidence, self-discipline and resilience? How well do they understand how to improve their own learning and performance, and how well prepared are they for the next stage of their lives?

Self-understanding

- x3 Residentials which include a variety of team building opportunities (Year 4, 5 & 6)
- PSHE Curriculum; Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; Changing Me
- Progress Reports, Parent Meetings & regular Pastoral chats where academic progress and Social Development is reviewed.
- Children’s Mental Health Week where children are encouraged to reflect on the above areas. [see P1 Evidence Folder]

Self-esteem

- Form teacher pastoral support
- Every opportunity is taken to showcase success in all its different forms. E.g. assemblies, awards assembly, school website, class Dojos, ‘Star of the Trip’, ‘Star of the Week’, positive phone calls home etc.

Self-confidence

- Our children are the kind of children that meet children from other schools and organise a joint football match, encouraging others to play, being kind and enjoying the opportunity to meet new friends. [see P1 Evidence Folder]
- Competitions, both internal and external (e.g. ISA Essay Competitions, Art Competitions etc)
- Internal reward system-House points/ Dojo Points which are used for positive actions in a wide range of contexts
- Sport/Music/Drama Curriculum including tournaments against other schools, whole school productions and Drama Festival competitions.

P2 – How good are pupils at making their own decisions, for example, with regard to their work and their use of time? How fully do they appreciate that their decisions are important determinants of their own success and well-being?

Cleve House School students are highly effective at making their own decisions, partly because they take part in a range of extra-curricular activities both within and outside school which they are very good at managing alongside their academic work.

Children from Preschool all the way through to Form 6 exhibit strong levels of independence, where decision making opportunities are included from a very early stage. Child initiated activities (both indoors and outdoors) provide opportunities for independence with adults available to extend and guide the activities as necessary.

P3 – How do pupils demonstrate their spiritual understanding and appreciation of the non-material aspects of life, whether religious, philosophical or other?

- We have a headteacher (and wider staff tea) that values fun and friendship. That doesn’t just focus on creating learning opportunities, but also memories for the children - even if that means starting a splash the Headteacher session herself! [see Evidence Folder P3]
- We find fun in the little things and value community spirit. Our children have a positive outlook on life and a strong appreciation of the non-materialist aspects of life. We work hard to raise their curiosity and help them understand their part in making the world a better place by being kind, considerate and generous.

- We take the time to not only learn from our teachers, but from real people who are from diverse religions and backgrounds - giving them a voice in our education and ensuring that they are represented in telling their own stories.
- We teach not only Religious Studies, but also Philosophy and Ethics where we tackle big questions like; Is there such a thing as a ‘Perfect World’? Where we create our own planets and bid for ‘Values’ that would be important to us. We also explore ‘Religion and the Environment’ and look at different Religious practices within the context of daily life.
- We take part in practices that promote British Values, whether that’s assemblies, or whole school Coronation activities - we understand our place in the wider context of life.

P4 – To what extent are pupils able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including their behaviour towards others?

Children of all ages at Cleve House School & Preschool make sensible decisions in their behaviour and learning, gently guided in the right direction by school staff.

PSHE Curriculum: In Jigsaw, British Values are clearly mapped and showing how Jigsaw can support the strategy the school is adopting in embedding them. Children are taught to understand and develop their own moral values and how to challenge assertively when they feel something is wrong.

Direct teaching of legislation to Upper KS2 and KS3 including Human Rights - ‘Rights of the Child’ and the Equality Act in relation to protected characteristics.

‘**The Cleve Way**’ lays the foundation for creating well rounded citizens who exhibit the traits of ‘good character’.

Low levels of behaviour incidents and **no issue with persistent low level disruption in the classroom** - children know what is expected of them. Behaviours - Credit and Demerit system.

Zero tolerance approach to unkindness and poor behaviour - strong links with parents, good role modelling from staff e.g. politeness.

P5 – To what extent are pupils socially aware and able to work effectively with others? How well do they work with others to solve problems and achieve common goals?

Children at Cleve House work together and are able to accomplish great things! They work well with others and prioritise inclusion and kindness. [see Evidence Folder P5]

PSHE Curriculum: The protected characteristics play an integral part in the Celebrating Difference Puzzle. For ages 7-11, different protected characteristics are studied in different year groups. These are specified in the overviews and within the lessons, ensuring that this complies with the Guidance (paragraph 2.13- 2.16).

P6 – To what extent do pupils fulfil responsibilities and contribute positively to the lives of others, within the school, including in boarding, to the local community and wider society?

Pupils contribute well to their school and willingly take on responsibility and participate constructively in School life beyond routine lessons and activities. We encourage all of our pupils to be proactive in contributing to the school and the wider community. As part of our approach to cohesion every child is encouraged to make a contribution no matter how big or small in developing links with and approaches which enhance community spirit.

Activities children undertake include:

- Class Jobs e.g. Register Monitor, Tidy Monitor, Line Monitor etc.
- Gardening
- Litter Picking
- Peer Mentor Group
- Reading to Younger Students
- Head Girl and Boy helping in the Preschool
- Cleaning the school
- Poppy Appeal
- School Librarians
- Raising money for more books about Autism in the school library
- Sponsored bounce to fund their local Swimming Pool
- Christmas Cards to the local community
- School Summer Open Day to support Ukraine
- Pupil Parliament Member
- World Book Day - Raising money for children’s books in refugee camps
- Macmillan Coffee Morning
- Showing visitors around the school
- Buddy System for new Students
- Team Building Activities always included on Residential Programme

P7 – How do pupils show that they respect and value diversity within society, have respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions?

Curriculum

Protected Characteristics is mapped across the curriculum for every subject and year group.

PSHE Curriculum: Jigsaw provides content which includes a wide range of scenarios and resources which support students to become compassionate human beings who appreciate diversity. Learning about similarity and difference, equality and diversity and protected characteristics, and having the opportunity to discuss current issues in a safe environment, are all built into Jigsaw lessons. Students look at the situations of young people in Britain and around the world and how their lives may be different and similar to their own.

IB Learner Profile: Open Minded

‘We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.’

Respecting Diversity, Cultural Understanding & British Institutions:

https://drive.google.com/drive/folders/1TYISM9CibnJiv8CYzXBtqQnWYYFJ_QDB?usp=drive_link

Protected Characteristics Mapped across whole school curriculum:

https://drive.google.com/drive/folders/1ccmUVsuWOXZyGH3CinpCA8ZqpN26EqjY?usp=drive_link

P8 – How good is pupils’ knowledge and understanding of how to stay safe and be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle? How well do they put this knowledge and understanding into practice?

Students have an excellent knowledge of how to stay healthy and are very interested in this. They get advice through PSHE lessons, in conversations with staff and during Food Technology lessons.

Classroom teachers take a genuine interest in the physical health of their students. This is exemplified by our Reception/Form 1 class’ experience this academic year where their teacher noticed unhealthy snacks in their lunchboxes. As a result, he created a competition for the children and positively praised them (leaving a sign for children and parents to see each week) to count the number of days where all children had healthy snacks.

Self-evaluation – Contributory factors

What are the significant aspects of the pastoral care systems that promote pupils’ personal development?

The excellent pastoral care in our school takes a child-centred approach in every aspect.

We promote **open communication** with a strong and effective referral route for staff to raise pastoral concerns. These concerns are written up on a secure digital referral system and shared between the Safeguarding Team, SLT and SENCO.

We often use two members of staff to deal with issues that arise, and promote communication between students and with parents.

We create **multi-faceted learning opportunities** where we help students develop resourcefulness and independence. Whether it’s outdoor learning or thinking creatively when delivering ‘every day’ lessons - we help children to problem solve and build skills that will support them in the future. We have charity fundraisers, school trips and children undertake individual activities *See Evidence Folder P6*. Where we are unable to provide in person opportunities we make sure we take part in online activities such as; pupil parliament or the online exhibits of the Natural history Museum etc.

We **use data to review practice** - we take staff and student surveys to evaluate the effectiveness of our pastoral and safeguarding structures. Evidence can be found in places such as the staff board display. Every staff member is involved in this at every level.

As Staff we are not the sole influence on pastoral initiatives, we **use the students own initiative** through forums like the Peer Mentor group and by asking students to create a child friendly version of our Anti Bullying Policy.

Everyone feels valued and secure and as a result our pastoral systems positively support the promotion of pupils’ personal development.

How does the curriculum (e.g. for PSHE) promote pupils’ personal development?

- Our Jigsaw curriculum gives children and young people the tools to have the best possible life. The programme equips children for happier and healthier lives, giving them agency to make their way through the world.
- Introducing our own elements to this set curriculum such as; Health & Hygiene; Green Cross Code; The Life Skills Centre etc enriches the set curriculum in a way that supports pupils’ Personal Development in ‘real life’ contexts.

Where relevant, in what ways does the boarding experience enhance pupils’ personal development?

N/A

What impact have leadership and management (including governance) had on promoting pupils' personal development?

See Development Plan.

https://docs.google.com/spreadsheets/d/1L7eO-AbSPbBe-5qsifzmx3qG_oNtr41EDQNm218P9Ik/edit#gid=1490914672

Which areas of pupils' personal development is the school seeking to improve or develop? What actions are being taken?

- More frequent enrichment opportunities (trips and visits) for all students - we have recently purchased a new minibus in order to support this ambition.

If you wish, select a grade for pupils’ personal development, using the EQI grade descriptors document to assist you.

| | | | |
|------------------|-------------|--------------|-----------------------|
| <i>Excellent</i> | <i>Good</i> | <i>Sound</i> | <i>Unsatisfactory</i> |
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