



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**SCARISBRICK HALL SCHOOL**

**JANUARY 2018**



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## SCHOOL'S DETAILS

<b>School College</b>	Scarisbrick Hall School			
<b>DfE number</b>	888/6006			
<b>Address</b>	Scarisbrick Hall Southport Road Ormskirk Lancashire L40 9RQ			
<b>Telephone number</b>	01704 841151			
<b>Email address</b>	enquiries@scarisbrickhallschool.co.uk			
<b>Headmaster</b>	Mr Jeff Shaw			
<b>Proprietor</b>	Mr Michael Headley			
<b>Age range</b>	0 to 18			
<b>Number of pupils on roll</b>	669			
	<b>Boys</b>	317	<b>Girls</b>	352
	<b>EYFS</b>	157	<b>First School</b>	134
	<b>Middle School</b>	216	<b>College</b>	134
	<b>Sixth Form</b>	28		
<b>Inspection dates</b>	17 to 18 January 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Scarisbrick Hall School is a co-educational day school for pupils between the ages of 0 and 18. It is housed in a listed mansion and various surrounding buildings and is set in 50 acres of grounds, comprising woodland, fields and a lake. A school has existed on this site since 1964 and was acquired in 2010 by the current proprietors who constitute the board of directors responsible for the governance of the school.
- 1.2 Since the previous integrated inspection in January 2014, the school has developed new classrooms, laboratories, facilities for games and two libraries and it has also established a sixth form.
- 1.3 The school is organised into five sections: the EYFS for children aged from 0 to 5 years; the First School for pupils in Years 1 to 4; the Middle School for Years 5 to 9; the College for Years 10 and 11; and the Sixth Form for Years 12 and 13.

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

- 1.4 The school aims to support and inspire learners to succeed in an environment of love and care; and, through its commitment to each learner as a unique individual, the school endeavours to create a confident and happy community.

### **About the pupils**

- 1.5 The pupils are drawn from professional and business families in the west Lancashire area and the great majority have white British backgrounds. The school's own assessments indicate that the ability of pupils in Years 1 to 6 is broadly average. Nationally standardised tests indicate that the ability profile of pupils in Years 7 to 13 is above average. The school had identified 46 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, and 11 of these receive specialist support from the school. Two pupils have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for one pupil who does not require specialist support from the school. The school provides additional academic, sporting and performance arts challenges for its more able and talented pupils.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#) and [Early Years Foundation Stage Statutory Framework](#).

## Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In Years 1 to 6, the school uses its own framework to determine attainment, instead of the national framework, and this indicates that performance is above the national average.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools. Pupils in the sixth form were entered for A-level examinations for the first time in 2017 and no comparative data are available.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

## **PART 6 – Provision of information**

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

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

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.20 The overall effectiveness of the early years provision is outstanding.
- 2.21 A team of dedicated and skilled staff ensures that almost all children under the age of two meet or exceed the level of development that is typical for their age in response to the outstanding levels of learning and care provided. Very well planned and stimulating activities that make excellent use of the settings rich outdoor learning environment ensure that the needs of all children, including those with SEND, are extremely well met.
- 2.22 Children's personal, social and emotional development is given high priority and, as a result, is excellent. Babies and toddlers separate quickly from their parents and settle easily with their key person. Each child benefits from high-quality individual time with adults who ensure that they are safe, happy and secure.
- 2.23 The requirements for children's safeguarding and welfare are fully met. Members of staff are fully aware of their responsibilities regarding safeguarding and have a thorough understanding of how to keep children safe.
- 2.24 The highly skilled EYFS leadership team implements rigorous systems to ensure regular evaluation of the setting and continuous improvement. This ensures that all children receive the best possible support and care.
- 2.25 The recommendation from the previous integrated EYFS inspection, to enhance the outdoor areas adjoining classrooms to match the excellent quality of the rich indoor environment, has been met.

### **Effectiveness of leadership and management**

- 2.26 The effectiveness of leadership and management is outstanding.
- 2.27 Strong and effective leadership results in an enthusiastic and strong EYFS team of staff who share an ambitious vision to provide high-quality education and exemplary levels of care. Leadership and management are highly effective in overseeing the education plans, staff practices and children's records, ensuring that the curriculum is suitably covered and offers a stimulating range of exciting experiences. Highly effective systems for performance management enable staff to focus on their professional development.
- 2.28 Responses to the pre-inspection questionnaire and comments from interviews with parents during the inspection were overwhelmingly positive. Parents particularly appreciate the care their children receive and the focus on individual children's next steps for learning.
- 2.29 Leaders take the views of staff, parents and children fully into account and use their findings to develop capacity for sustainable improvement and development planning. Learning programmes provide an excellent, well-balanced curriculum which meets statutory requirements of the EYFS, focusing on the prime areas of learning and meticulously tracking personal achievements against developmental goals to ensure that each child is making appropriate progress.
- 2.30 Activities for children focus on their individual interests. For example, a roadway was made in the toddler room for a child interested in cars. Planning is monitored alongside assessment data to ensure that learning experiences are matched to children's individual needs and interests. This ensures that children are very well prepared for the next stage in their learning.
- 2.31 Equality and diversity are promoted effectively by instilling respect for others and by celebrating children's differences through their daily activities and routines. Poor behaviour is managed effectively, and staff act as excellent role models of the high standards of behaviour expected.

- 2.32 British values are extremely well promoted so that children begin to understand the need for rules and the importance of sharing, taking turns and making compromises.
- 2.33 Procedures for safeguarding are fully adhered to across the setting. Members of staff undertake regular safeguarding training, including training to prevent radicalisation and extremism. They are highly aware of the actions to be followed if there is cause for concern. Regular risk assessments of indoor and outdoor learning environments alongside comprehensive documentation and policies ensure that children are kept safe. All members of staff are trained in paediatric first aid, and accidents, incidents and the issuing of medicine are carefully recorded. Fire practices are held regularly.

### **Quality of teaching, learning and assessment**

- 2.34 The quality of teaching, learning and assessment is outstanding.
- 2.35 Practitioners have an exceptionally secure knowledge of the age groups they work with. They set high expectations and have an excellent awareness of the range of children's needs, which are supported effectively throughout the setting. This means that all children, including those with additional needs as well as the more able, make good and often better progress in relation to their ability.
- 2.36 Staff devise enjoyable, interesting and age-appropriate activities that enthuse and challenge all children and meet their individual needs and interests, demonstrating an excellent understanding of the age group that they are working with. They apply their secure knowledge of age-appropriate goals for individual children, seek further specific training if required and share this with colleagues.
- 2.37 Assessment information is continually gathered through photographs and written observations of the children, and is kept carefully in the children's learning journals. Staff regularly observe children's participation in activities to evaluate what children know, understand and can do.
- 2.38 The relationship with parents enables information about the children to be exchanged effectively at handover times. On entry to the setting, information is collected in collaboration with parents, and this acts as a starting point from which progress is measured. Their contribution to the child's initial assessments results in children settling happily and quickly. Detailed evidence of achievement and development taken from observations is recorded in each child's learning journal which is shared with parents. Even so, parents interviewed indicated that they would appreciate an increased flow of formal information between school and them and *vice versa*, and the school is intent on further strengthening this relationship to improve two-way communications.
- 2.39 Interactions between staff and children are warm, timely and purposeful and serve to extend children's understanding and language development. Members of staff engage with children during routine activities to maximise opportunities for social and language development.
- 2.40 Members of staff recognise and embrace diversity. Resources showing different ethnic groups are used in children's play activities, increasing their understanding of the world.
- 2.41 High-quality teaching and support ensure that all children acquire the necessary skills for future learning. Children are carefully prepared for transition, ensuring that they are ready both socially and emotionally.
- 2.42 Progress checks between age two to three highlight any potential concerns, and well-established links with local agencies ensure that advice can be swiftly obtained.
- 2.43 Members of staff facilitate a wide range of learning opportunities through an effective balance of child-initiated and adult-led activities. They ensure that children from the earliest age are equipped with excellent learning skills, for example, during an adult-led activity where toddlers were exploring ice-cream and sorbet to acquire new language.
- 2.44 Children are inquisitive and eager learners, well prepared for their next stage of learning

## **Personal development, behaviour and welfare**

- 2.45 The personal development, behaviour and welfare of children are outstanding.
- 2.46 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of the children's independence and their sense of curiosity. Children are happy to take risks to succeed in mastering new skills, for example a toddler taking tentative steps when attempting to balance on a log in the woodland area.
- 2.47 Children demonstrate great confidence in their surroundings, using their increasing confidence and sense of curiosity to access activities both indoors and out as was observed when toddlers were keen to choose from a wide range of adult-led and child-initiated activities in the woodland learning environment. Children have extremely well-developed social skills for their age and demonstrate that they feel emotionally secure within the setting.
- 2.48 Introductory taster visits help new children settle smoothly into the setting's routines, and careful consideration is given to preparing children both socially and emotionally for the transition to their next class.
- 2.49 The strong key person system ensures warm relationships and close bonds with children and their families. Well-established routines enable children to feel safe and secure emotionally and physically. For example, before snack toddlers know they must wash and dry their hands and they proceed to do this with little adult support.
- 2.50 Members of staff promote prompt and regular attendance effectively, and accurate records are kept. Careful supervision ensures that children treat each other kindly and any incidents of challenging behaviour are quietly addressed, such as reminding children about kind hands.
- 2.51 Members of staff use a gentle manner and consistent approach, and act as very good role models for the high standard of behaviour expected and typically achieved. Children of all ages are encouraged to share and take turns. Younger children are content to play alongside each other, sharing resources as necessary.
- 2.52 Important skills for life, such as learning about safety and healthy lifestyles are introduced to the youngest children. Babies are taught how to use cutlery safely and how to move around the environment with care. Carefully planned menus ensure that children have a balanced diet, which takes into account any individual requirements. Protocols for administering medicine or first-aid and rigorous hygiene procedures are fully adhered to, ensuring that children are suitably cared for.
- 2.53 Regular time is spent outdoors, in the woodland learning environment, on walks through the school grounds or in the garden, ensuring that children have fresh air and exercise in a safe environment.
- 2.54 The carefully planned, age-appropriate programmes for personal development ensure that children are well prepared to respect others and contribute to wider society and life in Britain

## **Outcomes for children**

- 2.55 Outcomes for children are outstanding.
- 2.56 All children, including those with particular needs, progress rapidly from carefully documented starting points, which are informed by initial meetings with parents and accurate and focused observations by key people. A high proportion of children meet, and some exceed, the level of development that is typical of their age, thus enabling them to be ready for their next stage of development.
- 2.57 Babies respond to their familiar adults, turning towards them when their names are called. They explore their environment with determination and excitement in response to the warm and caring staff.

2.58 Toddlers are inquisitive and happy as they select their own activities, as observed when a child was busily playing with soft animal toys and attempting to make some of the noises they make. They listen attentively to stories and enjoy books on their own. They readily play alongside each other. Their ability to concentrate on tasks carried out both by themselves and with others most effectively enables them to acquire skills for future learning. For example, children demonstrate perseverance when feeding themselves and serving their own food at 'Family Service Time'.

### **Compliance with statutory requirements**

**2.59 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years:

- Strengthen partnerships with parents by further developing the flow of information to and from them.

### 3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Dr Christopher Ray	Reporting inspector
Dr Paul Thompson	Compliance team inspector (Deputy high master, HMC school)
Mrs Valerie Holloway	Co-ordinating inspector for early years (Former head of EYFS, IAPS school)