

## Report for an Additional Inspection

<b>School name</b>	The Daiglen School			
<b>DfE number</b>	881/6014			
<b>Address</b>	The Daiglen School 68 Palmerston Road Buckhurst Hill Essex IG9 5LG			
<b>Headteacher</b>	Mrs Tricia Dear			
<b>Chair of governors</b>	Mrs Susan Barnes			
<b>Number of pupils on roll</b>	146			
	<b>Boys</b>	61	<b>Girls</b>	85
	<b>EYFS</b>	26	<b>Juniors</b>	120
<b>Date of visit</b>	26 June 2019			

## 1. Introduction

### Characteristics of the school

- 1.1 The Daiglen School is an independent co-educational day school for pupils aged between three and eleven years. The school was founded in 1916 and moved to its present location in Buckhurst Hill, Essex, in 1950. In 1977, it became an educational trust, under the oversight of a board of governors. The school comprises two sections: the Early Years Foundation Stage, for children aged three to five years; and the junior school, for pupils aged five to eleven years.
- 1.2 The school has 13 pupils who require support for special educational needs and/or disabilities, of whom none have a statement of special educational needs or an education, health and care plan. Also, 21 pupils speak English as an additional language and receive support from their teachers. The school's previous inspection was a regulatory compliance inspection in January 2018.

### Purpose of the visit

- 1.3 This was an unannounced additional visit at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
ISSR Part 1, paragraph 2 (curriculum)	Met
ISSR Part 1, Paragraph 3 (teaching)	Met
ISSR Part 3, paragraph 7; EYFS 3.4, 3.6, 3.7 and 3.20 (safeguarding)	Not met
ISSR Part 3, paragraph 9; EYFS 3.52 (behaviour)	Met
ISSR Part 3, paragraph 10; EYFS 3.52 (bullying)	Met
ISSR Part 6, paragraph 32 (1)(c) (provision of information)	Met
ISSR Part 7, paragraph 33; EYFS 3.74 (complaints)	Met
ISSR Part 8, paragraph 34 (leadership and management)	Not met

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school has a suitable curriculum policy which is effectively implemented to meet the ages, needs and aptitudes of the pupils, including those with SEND. The policy is supported by appropriate schemes of work for literacy and numeracy. Pupils are given the opportunity to learn and make progress.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school meets the standard.
- 2.4 The school ensures that pupils acquire new knowledge and make good progress in literacy and numeracy including those with SEND. Teachers demonstrate good knowledge and experience of the subjects taught and a framework is in place to assess pupils' work regularly. Pupils work to a suitable standard for their age and are motivated to do their best.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.6. 3.7 and 3.20]

#### Safeguarding policy

- 2.5 The school does not meet the requirement.
- 2.6 The school's policy for safeguarding does not provide suitable arrangements to safeguard and promote the welfare of pupils at the school because it does not refer to the most up to date statutory guidance - KCSIE 2018 and Working Together 2018. The policy includes details of *Prevent Duty Guidance 2015*. The policy does not outline sufficient guidance on peer-on-peer abuse, induction training for new staff, on-line safety, the correct referral authorities and the job description of the designated safeguarding lead (DSL).

#### Safeguarding implementation

- 2.7 The school does not meet the standard and requirements.
- 2.8 The school safeguarding policy is published on the school website and is supported by suitable policies covering the staff code of conduct, whistleblowing and safe recruitment. Procedures are in place to support pupils in need and for listening to pupils. Staff understand their responsibilities to report any concerns to the DSL or directly to the appropriate authorities for child protection. Safeguarding procedures show that concerns about pupil welfare have been acted upon appropriately and records are kept secure.
- 2.9 The DSL (designated safeguarding lead) and deputy DSLs have undergone appropriate training and some staff training has been undertaken. However, training in the newest guidance issued by KCSIE in 2018 has not been adequately covered, especially with regard to peer-on-peer abuse; and induction training has not been sufficiently thorough with regards to pupil behaviour and children missing in education.

**Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; EYFS 3.52]**

- 2.10 The school meets the standard and requirement.
- 2.11 The school has an appropriate policy to promote good behaviour which outlines suitable rewards for good behaviour and sanctions for poor behaviour. When incidents of poor behaviour arise evidence shows that the sanctions used are appropriate. The school endeavours to support all pupils when misbehaviour occurs and it works closely with parents to resolve any problems. Incidents of poor behaviour are rare but are suitably documented when they occur.

**Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; EYFS 3.52]**

- 2.12 The school meets the standard and requirement.
- 2.13 The school has an anti-bullying policy which is implemented effectively. Pupils report that bullying in the school is rare, but is quickly handled by staff if it does occur. Pupils know who to go to if they were a victim of bullying or had any concerns about a pupil who showed signs of being bullied. Pupils receive suitable education about how to recognise and how to deal with bullying if it occurs, including on-line. The school keeps a record of any incident of bullying.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS 3.74]**

- 2.14 The school meets the standard and requirement.
- 2.15 The school has a suitable complaints procedure that is available to parents and which is effectively implemented. Formal complaints are handled according to the policy and within the set timeframes outlined in the policy. Concerns and complaints are documented and are kept confidential.

**Provision of information [ISSR Part 6, paragraph 32 (1)(c)]**

- 2.16 The school meets the requirement.
- 2.17 The school meets the requirement for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.18 The school does not meet all of the standard.
- 2.19 Leadership and management does not demonstrate good skills and knowledge to fulfil their responsibilities effectively regarding pupil welfare so that the independent school standards are met consistently.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and should take immediate action to remedy deficiencies as detailed below.

#### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.6, 3.7 and 3.20]**

- Ensure that the leadership and management update the safeguarding policy with the statutory guidance of KCSIE 2018 [paragraph 7 (a) and (b); EYFS 3.4 and 3.7].
- Ensure that staff are trained in the guidance of KCSIE 2018, including induction training [paragraph 7 (a) and (b); EYFS 3.4, 3.6 and 3.20].

#### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- Ensure that leadership and management demonstrate good skills and knowledge regarding the implementation of school policies so that they fulfil their responsibilities effectively so that the independent school standards are met consistently [paragraph 34 (1)(a) and (b)].

## 4. Summary of evidence

### Written materials

- Safeguarding policy
- Records of staff training with particular reference to safeguarding, bullying and peer-on-peer abuse and the promotion of good behaviour
- Code of conduct for staff
- Whistleblowing policy
- Behaviour policy and records of behaviour and sanctions
- Anti-bullying policy and bullying records
- Teaching and learning policy
- Sample of staff files
- Assessment policy
- e-safety policy
- Complaints procedure and complaints log
- Equal opportunities policy
- Gifted and talented policy
- Equal opportunities policy
- Provision of information with regards to examination results

### Meetings with school personnel

- Introductory meeting with head – to discuss arrangements for the day and to provide initial thoughts on areas specified as the focus of the visit
- Meeting with the DSL – to discuss implementation of safeguarding policy, training and induction of new staff
- Meeting with the head to discuss complaints
- Meeting with the deputy head to discuss teaching and learning, and behaviour management
- Meeting with a group of teaching staff

### Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Interviews with pupils in Years 5 and 6 chosen by inspectors
- Lesson observation and scrutiny of a sample of pupils' work