



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

ST ANDREW'S PREP

FEBRUARY 2018



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE	8
Overall effectiveness: the quality and standards of the early years provision	8
Effectiveness of leadership and management	8
Quality of teaching, learning and assessment	9
Personal development, behaviour and welfare	9
Outcomes for children	10
Compliance with statutory requirements	10
Recommendation for further improvement	10
3. INSPECTION EVIDENCE	11

SCHOOL'S DETAILS

School	St Andrew's Prep			
DfE number	8445/6016			
Registered charity number	307071			
Address	St Andrew's Prep Meads Eastbourne East Sussex BN20 7RP			
Telephone number	01323 733203			
Email address	admissions@standrewsprep.co.uk			
Headmaster	Mr Gareth Jones			
Chair of governors	Mr P A J Broadley			
Age range	0 to 13			
Number of pupils on roll	369			
	Boys	205	Girls	164
	Day pupils	339	Boarders	30
	EYFS	94	Juniors	167
	Seniors	108		
Inspection dates	7 to 8 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 St Andrew's Prep is a co-educational day and boarding school for pupils between the ages of 9 months and thirteen years. Founded in 1877 as a boarding school for boys, it became a charity in 1956. In 2010 it amalgamated with Eastbourne College to form one charity, the Eastbourne College Charity, with whom St Andrew's Prep now shares a board of governors.
- 1.2 Since the previous inspection, a new Chair of Governors and Headmaster have been appointed in 2017 and 2015 respectively. Developments include a new sports hall and dance studio, and the school contributed to the installation of a pedestrian crossing on Darley Road.
- 1.3 The school is divided into the three sections. The Nursery is for children between the ages of 9 months and 4 years. The registered part of the setting is attended by a small number of children under the age of 2. The Pre-Prep is for children aged 4 to 7 and the Prep School for pupils up to the age of 13. There is one boarding house for the full-time, weekly and flexi- boarders.

What the school seeks to do

- 1.4 The school aims to educate the whole child by inspiring them with a rich, broad and balanced curriculum and co-curriculum that stimulates and excites them; to provide opportunities for them to achieve excellence both as individuals and in groups; to engender in all pupils the qualities enshrined in the school's values of respect, kindness, tolerance and to try one's best.

About the pupils

- 1.5 Pupils come from a range of backgrounds, mostly from white British families living within a 15 mile radius of the school. The majority of boarders are from the Far East. The school's own assessment indicates that the ability of pupils is above the national average. The school has identified 31 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and of these 14 receive extra specialist support, with the remainder supported in class. One child has an early years support plan. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 34 pupils, 31 of these receive specialist support from the school, the remainder being supported in class. The school identifies pupils who are more able and provides appropriately for them.

2. REGULATORY COMPLIANCE INSPECTION

Preface

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

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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 unmet 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, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, 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 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 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. A suitable statement of boarding principles and practice is published by the school.
- 2.15 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are 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, and identifying those relating to the boarding provision.
- 2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.18 The governing body 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.19 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are 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 Children's progress made against expected levels of development relative to their starting points is well above average. They are extremely well prepared and ready for the next stage in their learning. Planning indicates high expectations with appropriately challenging next steps that sustain children's excellent development.
- 2.22 Staff demonstrate great commitment in delivering the best possible care and learning for the children. All children are known extremely well by staff members who recognise each child as unique with individual needs, including those who require specific support for SEND and EAL. Staff take great care to provide all children with excellent support. Promoting children's personal and emotional development is a high priority and quality time is given to each child in ensuring they feel safe and happy. Children are secure in the setting when they leave their main carer; they express their needs and feelings confidently and are supported extremely sensitively when they are upset or tired. The Nursery culture is underpinned by strong British values and children are taught to respect and care for others.
- 2.23 Leadership and management fulfil their responsibilities exceptionally well in ensuring children are very well cared for. Their clear focus on meeting the welfare requirements means that all staff understand their responsibilities in protecting children and they demonstrate a thorough knowledge of safeguarding procedures. Self-evaluation is very effective and leads to systematic improvement. Planning and assessment are meticulous, ensuring that learning opportunities are of a high standard. Relationships between home and school are strong and children are provided with an excellent foundation which prepares them for future learning.

Effectiveness of leadership and management

- 2.24 The effectiveness of leadership and management is outstanding.
- 2.25 Nursery provision for children under 2 is excellent. Leadership motivates staff with an ambitious vision that promotes high expectations for standards of care that enable children to become happy and independent learners.
- 2.26 Staff are extremely well supported by professional development, appraisals and supervision. These all increase confidence and have a very positive impact on staff performance and children's learning. A recent training opportunity enabled staff to help children more fully understand how their actions might affect others. Staff are self-reflective and leadership ensures they actively participate in self-evaluation. Parental feedback is also valued as part of a comprehensive approach to sustaining improvement.
- 2.27 The stimulating learning programme creates a broad and balanced curriculum that meets all statutory requirements. Staff are diligent in managing the curriculum, making the adjustments to ensure the curriculum supports the individual needs of all children. Children's interests are successfully incorporated into routine planning and systematic observation and assessment leads to the clearly identified next steps which support each child's development. All children are extremely well prepared before starting Nursery and for each new stage.
- 2.28 Leadership encourage an inclusive ethos and promote British values. Staff promote equality by expecting children to treat everyone equally and to respect others. As a result, children learn to care for each other, to take turns and to make their own decisions. Their behaviour is excellent because it is reinforced consistently by staff who reward the children's achievements. Leadership ensures that the children understand diversity by celebrating various cultural traditions including Chinese New

Year, Diwali and the Queen's birthday tea. Leadership rigorously makes sure all arrangements to protect children meet statutory requirements. Safeguarding training is undertaken, including preventing radicalisation and extremism. New staff are recruited carefully; they are vetted thoroughly and these checks are fully documented. Induction procedures are comprehensive. Clear procedures ensure children's safety on a routine basis including daily risk assessments and regular fire practices. All staff are trained in paediatric first aid and they carefully record any accidents and medicines administered. Policies inform staff of the procedures for keeping children safe.

Quality of teaching, learning and assessment

- 2.29 The quality of teaching, learning and assessment is outstanding.
- 2.30 Teaching is based on adults' thorough knowledge of the EYFS curriculum. All staff have an excellent understanding of this age group. They apply this information effectively in setting high expectations for all children, including the most able and those with SEND or EAL. Teaching incorporates the needs and interests of individual children who achieve extremely well because of the high level of support they receive. Before their child starts Nursery, parents are invited to share detailed information with the school enabling appropriate strategies to be planned for each child. The learning and progress of all children, including those who need additional support, is thoroughly documented. Teaching uses these assessments to plan children's next steps effectively.
- 2.31 Children are constantly encouraged by interacting with staff whose positive communication enables children to understand more about their learning. The many excellent resources enable children to grow in confidence as they acquire new skills in readiness for school. However, there are fewer resources to stimulate babies when they are exploring the outdoor environment.
- 2.32 Valuable opportunities to share information about a child's progress with parents, enhance parents' understanding of their child's achievements and how to support them further. Parents are actively engaged in adding their observations to their child's on-line learning journal. They speak very highly of the Nursery and they are reassured that their children are safe and happy in its care.
- 2.33 Teaching celebrates diversity and use resources effectively in enabling children to experience different cultural celebrations, for example Japanese Children's Day, thus increasing the children's understanding of the world.

Personal development, behaviour and welfare

- 2.34 The personal development, behaviour and welfare of children are outstanding.
- 2.35 Fulfilment of the aims of the school is clearly evident throughout the Nursery. The environment is very well organised to promote the school's values. The children are happy because of the strong emphasis on kindness. The positive, family atmosphere means children are self-confident and willing to 'have a go'. They clearly enjoy their learning because their achievements are valued and celebrated. The children demonstrate an understanding of how to be successful learners as they explore their environment positively. They become increasingly independent and imaginative because of the excellent resources available, such as when exploring different shapes and fabrics. They make decisions about which bricks to use when building towers, choose which ball to roll down the slide and push cars around a loop.
- 2.36 The strong relationships in the Nursery create a very positive and happy learning environment. As a result, children demonstrate considerable emotional security. They express their needs confidently, form firm attachments and develop well socially and emotionally. On occasions, children under 2 interact with slightly older children and this further helps them grow in confidence. Pupils are secure in their surroundings as a result of very clear routines during sleep times.
- 2.37 Children behave very well because staff model such high standards. The children understand these expectations, they are considerate and relate to others well. Strategies are shared between school

and home to provide consistency. Arrangements to promote and record attendance are excellent. High standards of hygiene practice support children's personal needs. They know they need to wash their hands before eating because this keeps them safe and healthy. Great care is taken to provide for children's individual needs, such as those with particular allergies. Healthy food is provided at all meals times and children eat enthusiastically.

- 2.38 Children learn to respect others as they find out how different cultures celebrate special occasions. They show care for those outside the school community and contribute to life in Britain by joining in during fund raising events for those in need.

Outcomes for children

- 2.39 Outcomes for children are outstanding
- 2.40 Children are enthusiastic learners and they make excellent progress in relation to their starting points. All children meet their expected levels of development, with a very large percentage exceeding that which is typical for their age. This enables them to be ready for the next stage in their learning.
- 2.41 When exploring in the outdoor environment, children play alongside each other, they investigate independently and enjoy the support of a familiar adult. Children make decisions confidently such as in rejecting some books before choosing a story to read. Their attention span and concentration are excellent. They select which colours to use when making patterns and they persevere to solve problems, for example when trying to get a ball out of a box and a toy elephant out of the ark. When eating fruit, they use their initiative and choose their own way of doing so.
- 2.42 Children interact with adults by responding to questions with gestures; they babble enthusiastically while trying to imitate words that communicate their needs. They comprehend language and they follow simple instructions with increased concentration. Children show an excellent awareness when looking at books, pointing to animals and parts of the body when asked to do so. They also enjoy discovering characters hidden on the pages.
- 2.43 Children show excellent balance, for example as they push a toy vehicle outside, and they demonstrate considerable determination in walking across a bridge successfully. They go competently down the slide and walk upstairs holding an adult's hand. Their excellent control when using paint sticks to make patterns increases their enjoyment of the activity. Older babies feed themselves dexterously with a spoon and fork.
- 2.44 Children listen attentively when an adult counts plates at lunch time to become familiar with numbers. They recognise large and small bricks when building a simple structure and they enjoy filling and emptying treasure baskets. When trying to match the correct lid to a container, they show perseverance and curiosity. They know routines, especially at meal times. Children familiarise themselves with technology so increasing their understanding of the world; they use toy laptops, push the correct buttons to start the compact disc player and talk on toy mobile phones.

Compliance with statutory requirements

- 2.45 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 improvements to its provision for children in the early years.

- Extend the provision for safe and stimulating outdoor learning for all children under the age of two.

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 representatives from the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel assemblies. Inspectors visited the boarding house and 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

Mrs Vivien Sergeant	Reporting inspector
Mrs Carol Clark	Compliance team inspector (Former bursar, IAPS school)
Mr Alastair P. Ramsay	Team inspector for boarding (Headmaster, IAPS school)
Mrs Angela Russell	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)