

RUPERT HOUSE SCHOOL

90 Bell Street, Henley-on-Thames, Oxfordshire, RG9 2BN

06 DECEMBER 2017

CHARACTERISTICS OF THE SCHOOL

Rupert House School is a co-educational day school for children aged from 3 to 11 years. It was founded in 1930 and occupies a large town house in the centre of Henley-on-Thames. The school is a charitable trust, overseen by a board of governors. There are 154 pupils on roll of whom 134 are girls and 20 are boys. The school has identified 24 pupils with special educational needs and/or disabilities (SEND). They require support for various needs, including dyslexia. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Two pupils have English as an additional language (EAL).

PURPOSE OF THE VISIT

This was an announced visit carried out at the request of the DfE to check that the school has fully implemented the action plan submitted following the ISI Regulatory Compliance Inspection on 26 to 27 January 2017. The focus of the visit was on safeguarding; the suitability of staff, supply staff and proprietors and the quality of leadership and management.

INSPECTION FINDINGS

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7(a) and (b)]; Provision of information to parents [ISSR Part 6, paragraph 32(1) (c)]

The school meets the regulations.

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

The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

The school implements the correct procedures for safeguarding children's welfare, which are fully in line with the most recent statutory guidance, *Keeping Children Safe in Education (KCSIE September 2016)*. The staff code of conduct provides appropriate guidance and the policy for the safer recruitment of staff clearly sets out all the checks required pre-appointment. Appropriate support is in place for all pupils, which recognises the needs of children in the Early Years Foundation Stage (EYFS), and the particular vulnerability of pupils with SEND and EAL. The school liaises appropriately with outside agencies.

Safeguarding is correctly managed, and procedures are regularly reviewed. The designated safeguarding lead (DSL) is a member of the senior leadership team. Suitable arrangements are in place to ensure the correct referral process for allegations against staff (including the DSL), volunteers and the head. All staff, including those with designated responsibility for safeguarding, have appropriate training which includes awareness of the dangers of extremism and radicalisation. Appropriate arrangements are in place for the induction of new staff, including training in safeguarding. During interviews staff demonstrated a strong understanding of their responsibilities and are aware of how to refer concerns. Staff have read and understood the latest version of Part 1 of *KCSIE* and those involved in working with children have read Annex A of the same document. Bullying is appropriately handled and staff understand the inappropriateness of reference to banter.

The nominated governor monitors and supports those with designated roles for safeguarding in the school. The governing body maintains careful oversight of safeguarding and ensures regular review of policies and procedures, including procedures for safer recruitment. Required checks on members of staff have been carried out, including prohibition from teaching and management, and these checks are completed before each person starts work at the school

The suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18(2)(c)(ii) and 18(3); EYFS requirements 3.9 to 3.13]

The school meets the regulations and requirements.

Recruitment checks, including checks on medical fitness, are completed before staff commence employment at the school. Staff files contain the required information. The single central register is accurately maintained to include detail on all the required checks and the dates on which these took place. These include checks on prohibition from teaching for existing peripatetic staff and all staff appointed since the previous inspection. The register and associated staff files are appropriately monitored and maintained.

Quality of leadership and management [ISSR Part 8, paragraph 34(1)(a) (b) and (c)]

The school meets the regulation.

The school's leaders and managers fulfil their responsibilities effectively so that the independent standards are met and they actively promote pupils' well-being. Governors provide appropriate oversight through monitoring arrangements so that relevant regulations are consistently met. The action points from the previous inspection have been appropriately addressed.

REGULATORY ACTION POINTS

The school meets all of the relevant requirements of the Education (Independent School Standards) Regulations 2014, and the Early Years Statutory Framework 2017.