



**ISI** Independent  
Schools  
Inspectorate

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

**OAKHAM SCHOOL**

**SEPTEMBER 2017**



## CONTENTS

<b>SCHOOL'S DETAILS</b>	<b>3</b>
<b>1. BACKGROUND INFORMATION</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. REGULATORY COMPLIANCE INSPECTION</b>	<b>5</b>
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	7
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
<b>3. INSPECTION EVIDENCE</b>	<b>8</b>

## SCHOOL'S DETAILS

<b>School</b>	Oakham School			
<b>DfE number</b>	857/6000			
<b>Registered charity number</b>	1131425			
<b>Address</b>	Oakham School Chapel Close Oakham Rutland LE15 6DT			
<b>Telephone number</b>	01572 758500			
<b>Email address</b>	admissions@oakham.rutland.sch.uk			
<b>Headmaster</b>	Mr Nigel Lashbrook			
<b>Chair of trustees</b>	Professor Neil Gorman			
<b>Age range</b>	10 to 18			
<b>Number of pupils on roll</b>	1034			
	<b>Boys</b>	539	<b>Girls</b>	495
	<b>Day pupils</b>	476	<b>Boarders</b>	558
	<b>Juniors (L1)</b>	19	<b>Seniors (Y1 to Y11)</b>	620
	<b>Sixth Form</b>	395		
<b>Inspection dates</b>	27 to 28 September 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Oakham School is a co-educational day and boarding school. Occupying a large campus spread around the county town of Rutland, it was founded in 1584 and has a Christian Foundation. The school is a registered charity whose trustees provide the governance of the school. There are three ex-officio trustees and up to eighteen co-opted trustees, from a range of professional backgrounds.
- 1.2 Since the previous inspection in 2013, the school has made appointments to new posts in the senior leadership team and carried out a programme of improvements to its built environment. It has changed the length of lessons and established a new management information system designed to track pupils' academic and personal development.
- 1.3 The school has twelve boarding houses and four day houses. Pupils in Years 6 to 8 are in one of four houses that include boarding and day pupils. Those in Year 13 belong to one of two houses that include both day pupils and boarders.

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

- 1.4 The school aims to be a vibrant community which balances an innovative modern outlook with traditional values. It aspires to underpin the values with high-quality pastoral care. The school also aims to stimulate a deep and authentic love of learning, enabling pupils to develop into well-grounded and motivated young adults. It seeks to be a place with a happy, supportive and challenging environment which provides pupils the confidence to develop their potential.

### **About the pupils**

- 1.5 Pupils come from a range of professional backgrounds, mostly from White British families living within the Midland counties. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is above average and that the ability of pupils in the sixth form is broadly average. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities is 182 and of these 129 receive additional support. The vast majority of these pupils are dyslexic, but a small number have dyspraxia or are dyscalculic or dysgraphic, and some have physical disabilities. A number of pupils have problems with anxiety. No pupils have a statement of special educational needs or an education, health and care plan. Also, 130 pupils have English as an additional language and up to 40 of these receive additional support at any time.

## 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. 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 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, 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, and associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2013 to 2016, performance has been well above the national average for maintained schools, and above the national average for maintained selective schools. Results in IGCSE French, German and Spanish have been similar to worldwide norms. Results in IGCSE physical education, English language and literature, mathematics, and science double award have been higher than worldwide norms.
- 2.3 In the sixth form, results in A-level examinations have been above the national average. Results in IB examinations have been higher than worldwide norms and above UK averages.
- 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. 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.
- 2.7 **The standard 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

- 2.8 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 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.
- 2.10 **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**

- 2.11 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.
- 2.12 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**

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the trustees, 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.
- 2.16 The standard 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**

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

- 2.19 The trustees ensure 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.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 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 of the board of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings, a chapel service and an assembly. Inspectors visited boarding houses and the learning support, library 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 Stephen Grounds	Reporting inspector
Mrs Caroline Petryszak	Compliance team inspector (Director of studies, HMC school)
Miss Julie Chatkiewicz	Team inspector for boarding (Pastoral deputy head, GSA school)
Mr Tim Dewes	Team inspector for boarding (Former pastoral deputy head, HMC school)
Mr Peter Goodyer	Team inspector for boarding (Headmaster, HMC school)