

REGULATORY COMPLIANCE INSPECTION REPORT

ROSEMARY WORKS SCHOOL

MAY 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	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. INSPECTION EVIDENCE	9

SCHOOL'S DETAILS

School	Rosemary Works School			
DfE number	204/6408			
Address	Rosemary Works School 1 Branch Place London N1 5PH			
Telephone number	020 7739 3950			
Email address	learn@rosemaryworks.com			
Headteacher	Mr Rob Dell			
Proprietors	Jaqueline Louge Kate Jennings Adam Vincent			
Age range	3 to 11			
Number of pupils on roll	130			
	Boys	72	Girls	58
	EYFS	52	Juniors	78
Inspection dates	23 to 24 May 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Rosemary Works School is an independent day school for boys and girls aged between 3 and 11 years. It was founded in 2000 and is situated on the borders of Islington and Hackney in London, alongside the Regent's Canal.
- 1.2 It is owned by three proprietors whose professional experience is in education and business, and it is governed by a board of directors. It is managed on a day-to-day basis by a combined senior management team comprising of one of the proprietors, the chair of directors and the headteacher. The school has an Early Years Foundation Stage (EYFS) for pupils aged three to five years and a junior department for pupils aged five to eleven years.
- 1.3 Since the previous inspection, the school has had a major refurbishment both internally and externally. It has extended the range of classes from Nursery up to Year 6.

What the school seeks to do

- 1.4 The school aims to offer innovative high-quality education, underpinned with high levels of pastoral care. It seeks to encourage all children to express their ideas, grow in confidence and develop a strong sense of self, others and the world. The school aims to work closely with parents to ensure children are well prepared for the next stage of their education.

About the pupils

- 1.5 The majority of pupils come from a 3-mile radius of the school, and their diverse ethnic and cultural backgrounds reflect that of the local community. The school's own assessment data indicate that the ability profile of the school is above average. The number of pupils identified by the school as having special educational needs and/or disabilities is 16, with 9 receiving specialised support mostly for dyslexia and speech and language needs. The school has implemented an education, health and care plan for one pupil. English is an additional language for 25 pupils, none of whom require additional support.

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](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

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.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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 Arrangements are made in many areas to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance issued by the Secretary of State, but guidance in relation to staff appointments is not followed in full. The school has a suitable safeguarding policy which is appropriately implemented in most areas. The school does not carry out all the required checks with regard to *Keeping Children Safe in Education 2016* before they begin work, with particular reference to barred list checks, prohibition from teaching checks and obtaining references.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6, and 8 - 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. However, standards relating to safeguarding [paragraphs 7(a) and (b)] are not met.**

Action point 1

- the school must ensure that all arrangements to safeguard and promote the welfare of pupils pay full regard to guidance issued by the Secretary of State, and a suitable recruitment policy must be implemented to ensure appropriate pre-appointment checks are made, in particular, checks against the lists of those prohibited from teaching and the barred list and the seeking of appropriate references [paragraphs 7(a) and (b)].

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

- 2.10 The school makes appropriate checks to confirm the suitability of proprietors.
- 2.11 The school has not consistently carried out all the required checks to ensure the suitability of staff and supply staff before they begin work in the school. In particular, the school does not always undertake all checks on staff when their criminal background check is delayed, nor ensure that checks for prohibition from teaching are made for all relevant staff, including supply staff, nor that suitable checks for staff who have worked overseas are made. The school was unable to remedy deficiencies before the end of the inspection. The single central register of appointments is not suitably maintained with regard to details of all of the required checks and the date on which checks were completed.
- 2.12 **The standards relating to the suitability of the proprietor [paragraph 20] is met. Standards relating to the suitability of those in contact with pupils at the school [paragraphs 18 and 19] and the single central register of appointments [paragraph 21] are not met.**

Action point 2

- **the school must ensure that all required checks are completed before an individual takes up employment or works as supply staff, in particular, checks against the list of those prohibited from teaching and criminal background checks for staff and supply staff who have worked overseas [paragraph 18(2)(b), 18(2)(e) and 18(3); paragraph 19(2)(a)(i) and 19(2)(d)].**

Action point 3

- **the school must ensure that all required checks for staff and supply staff are accurately recorded and evidenced in the single central register, in particular, checks against the barred list and of those prohibited from teaching, and overseas checks [paragraph 21(3)(a)(ii), 21(3)(a)(viii), 21(3)(b) and 21(5)(a)(i)].**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] 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 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, 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] is 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.

2.18 The standard relating to the handling of complaints [paragraph 33] are met.

PART 8 – Quality of leadership in and management of schools

2.19 Leaders and the proprietors actively promote the well-being of the pupils.

2.20 The proprietors have not ensured that the leadership and management demonstrate sufficient knowledge and skills to fulfil their responsibilities effectively; in particular, systems to check the suitability of staff and supply staff, and the recording of recruitment checks are insufficiently rigorous to ensure that relevant standards are met consistently.

2.21 The standard relating to leadership and management [paragraph 34] is not met.

Action point 4

- the proprietor must ensure that the leadership and management have sufficient knowledge to fulfil their responsibilities effectively so that all of the Independent Schools Standards are consistently met [paragraph 34 (a) and (b)].

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 and attended registration. 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

Mrs Maureen Bradley

Reporting inspector

Mr Gavin Sinnott

Compliance team inspector (Director of studies, IAPS school)