



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**REDROOFS SCHOOL FOR THE PERFORMING ARTS**

**JANUARY 2018**



**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>9</b>

## SCHOOL'S DETAILS

<b>School</b>	Redroofs School for Performing Arts		
<b>DfE number</b>	868/6018		
<b>Address</b>	26 Bath Rd Maidenhead Berkshire SL6 4JT		
<b>Telephone number</b>	01628 674092		
<b>Email address</b>	info@redroofs.co.uk		
<b>Head</b>	Ms Samantha Keston		
<b>Proprietor</b>	Ms June Bloom		
<b>Age range</b>	9 to 18		
<b>Number of pupils on roll</b>	79		
	<b>Boys</b>	17	<b>Girls</b> 62
	<b>Seniors</b>	57	<b>Juniors</b> 7
	<b>Sixth Form</b>	15	
<b>Inspection dates</b>	24 to 25 January 2018		

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Redroofs School for the Performing Arts is an independent day school which opened in 1981. It caters for boys and girls aged 9 to 18 who wish to specialise in musical theatre, dance, acting and media. The school is part of Redroofs Holdings, which includes a theatrical agency and theatre. The proprietor of Redroofs Holdings owns the buildings and has responsibility for oversight as the school's sole proprietor. Responsibility for the day-to-day running of the school is delegated to her two daughters as co-directors, as is oversight in practice.
- 1.2 The main school building is in a former residential property which has been extensively refurbished in order to provide specialist facilities.

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

- 1.3 The school seeks to provide a specialist performing arts and academic curriculum within a family atmosphere, and to develop the potential of each individual, artistically and academically so that they acquire a love of learning in the broadest sense, particularly in the performing arts.

### **About the pupils**

- 1.4 Pupils come from a wide area and from a range of backgrounds. Most live within a radius of about 15 miles. Parents make their own arrangements for pupils who live too far away to travel every day to be accommodated by local families during the week. Pupils are selected according to their ability in dance, drama and musical theatre. Nationally standardised test data provided by the school indicate that the pupils are of average ability academically. The school has identified 13 pupils as having special educational needs and/or disabilities including dyslexia and autistic spectrum disorder. They receive support from their class teachers and individually. English is an additional language for one pupil who receives individual support. No pupil in the school has an education and health care (EHC) plan. All the pupils in the school are gifted in performance and their needs are catered for by specialist teaching and dedicated time within the curriculum.

## 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.

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](#).

## 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 associated requirements, and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 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.
- 2.3 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.4 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.5 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3 – Welfare, health and safety of pupils

- 2.6 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.
- 2.7 Arrangements to safeguard and promote the welfare of pupils do not pay sufficient regard to current statutory guidance. Not all required recruitment checks are undertaken in a timely fashion. The school does not ensure that school leaders and those who work directly with children have read and understood Annex A of Keeping Children Safe in Education (KCSIE), or that staff have been trained in the PREVENT strategy. The school does not ensure that appropriate filters and monitoring systems are in place to safeguard children from inappropriate and potentially harmful material on line.
- 2.8 **The standards relating to welfare, health and safety in paragraphs 9-16, 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 but those in paragraphs 7a and 7b [safeguarding] are not met.**

#### Action point 1

- The school must ensure that all school leaders and those who work directly with children read and understand Annex A of *Keeping children Safe in Education* (KCSIE) and receive training with regard to the PREVENT duty [paragraphs 7(a) and 7(b)].

#### Action point 2

- The school must ensure that appropriate filtering and monitoring systems are implemented to protect children from potentially inappropriate and harmful material on line [paragraphs 7(a) and 7(b)].

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

- 2.9 The school makes appropriate checks to ensure the suitability of supply staff and proprietors. A register is kept as required.
- 2.10 The school has not always ensured that all required checks have been completed before staff begin work.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19, 20 and 21 are met but those in paragraphs 18 (3) [suitability of staff] are not met.**

### **Action point 3**

- **The school must ensure that all required checks are carried out before employment begins, specifically those relating to criminal record checks, identity, qualifications, medical fitness, prohibition from teaching and checks of those who have worked overseas [para 18 (3)].**

## **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.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] 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.
- 2.15 The standard relating to the provision of information [paragraph 32] is 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.
- 2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

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

- 2.18 The proprietor does not 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 the well-being of pupils is promoted actively. Safeguarding policies and procedures are not

implemented effectively in relation to staff training, online safety, and checks on the suitability of staff.

**2.19 The standards relating to leadership and management of the school in sub-paragraphs 34 (a), (b) and (c) are not met.**

#### **Action point 4**

- **The proprietor must ensure that the leadership and management demonstrate good skills and knowledge, fulfil their responsibilities effectively so that the other standards are consistently met, and actively promote the well-being of pupils, in particular through effective implementation of safeguarding and recruitment policies. [paragraph 34 (a), (b) and (c)].**



### **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 co-directors, and attended form meetings. Inspectors visited 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 Kate McCarey

Reporting inspector

Dr Jonathan Ewington

Compliance team inspector (Assistant head, Society of Heads school)