



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**Derby Grammar School**

**September 2018**



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### School's Details

<b>School</b>	Derby Grammar School			
<b>DfE number</b>	831/6004			
<b>Registered charity number</b>	1015449			
<b>Address</b>	Rykneld Road Littleover Derby Derbyshire DE23 4BX			
<b>Telephone number</b>	01332 523027			
<b>Email address</b>	head@derbygrammar.org			
<b>Headteacher</b>	Dr Ruth Norris			
<b>Chair of governors</b>	Mr Timothy Wilson			
<b>Age range</b>	7 to 19			
<b>Number of pupils on roll</b>	230			
	<b>Boys</b>	225	<b>Girls</b>	5
	<b>Juniors</b>	52	<b>Seniors</b>	129
	<b>Sixth form</b>	49		
<b>Inspection dates</b>	27 to 28 September 2018			

## **1. Background Information**

### **About the school**

- 1.1 Derby Grammar School is an independent day school for boys from the ages of 7 to 19, and girls from the ages of 16 to 19. It was opened in 1995 on its present site on the outskirts of Derby. The junior and senior schools share the same site. The school is a charitable trust, administered by a board of governors.
- 1.2 A new headteacher and head of the junior school have been appointed since the previous inspection.

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

- 1.3 The school aims to provide an excellent education for able pupils, allowing them to flourish in an atmosphere which provides intellectual challenge and celebrates success. It seeks to equip pupils with a breadth of skills and knowledge which will enable them to perform outstandingly well at school and in later life. The school strives to encourage independent thought, expression and learning, in an environment where learning is fun.

### **About the pupils**

- 1.4 Pupils come from a wide catchment area, including Derbyshire, Staffordshire and Nottinghamshire, with the majority coming from families with professional or business backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 19 pupils as having special educational needs and/or disabilities which include dyslexia, autistic spectrum disorder, attention deficit, visual and hearing impairment, all of whom receive additional specialist help. One pupil in the school has an education, health and care plan. English is an additional language for 48 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 13 pupils as being the most able in the school's population, and the curriculum is modified for them and for 32 other pupils because of their special talents in sport.

## 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, National Minimum Standards for Boarding Schools, 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 associated requirements, and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE, results were above the national average for maintained schools, and in-line with the national average for maintained selective schools for 2016 to 2017.
- 2.4 In the sixth form, A-level results were above the national average for sixth formers in maintained schools for the years 2015 to 2017.
- 2.5 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.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.9 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; and 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.
- 2.10 The standards relating to arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance are not met. Not all staff are checked against the barred list before commencing work at the school, and not all staff receive appropriate safeguarding training. Safeguarding concerns are not always appropriately documented and acted on.
- 2.11 **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 paragraph 7 [safeguarding] are not met.**

#### Action point 1

- the school must ensure it conducts barred list checks on all staff before they commence work with pupils [Part 3, paragraph 7(a) and 7(b)].

#### Action point 2

- the school must ensure that all staff receive safeguarding training appropriate to their role and in accordance with required timescales [Part 3, paragraph 7(a) and 7(b)].

### Action point 3

- the school must ensure that all concerns relating to pupils' welfare are appropriately documented and acted on in accordance with statutory guidance [Part 3, paragraph 7(a) and 7(b)].

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

### PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

### PART 6 – Provision of information

- 2.16 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 any 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, 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.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.

### PART 7 – Manner in which complaints are handled

- 2.18 The school has a suitable policy to ensure that 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.
- 2.19 The complaints procedure is not consistently implemented in accordance with the timescales specified in the policy. Records of complaints are not kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.20 The standard relating to the handling of complaints [paragraph 33] is not met.

### Action point 4

- the school must ensure that all complaints are managed within the timescales specified in the policy [paragraph 33 (c)].

**Action point 5**

- the school must ensure that the records of complaints include the action taken by the school, whether or not the complaint is upheld [paragraph 33 (j)].

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

2.21 The proprietor does not ensure that the leadership and management demonstrate good skills in record keeping and knowledge of statutory requirements in fulfilling their responsibilities, so that all standards are consistently met and they actively promote the well-being of the pupils.

2.22 The standard relating to leadership and management of the school in paragraph 34 [leadership and management] is not met.

**Action point 6**

- the school must ensure that school leaders, including the governing body, develop the skills and knowledge they need to fulfil their responsibilities by ensuring that the required regulatory standards are met consistently, thus actively promoting the well-being of pupils [paragraph 34 (1)(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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration session and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mr Michael Phipps

Reporting inspector

Miss Sarah Hughes

Compliance team inspector (Head of senior school, HMC school)